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EDUCATIONAL NEWS



Sunset over Mount Wilbur, Many-Glacier Region, Glacier National Park, Montana

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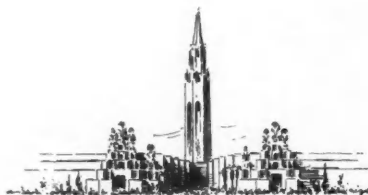
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C O N T E N T S

Cover Picture — Sunset over Mount Wilbur,

Many-Glacier Region, Glacier National Park.

Photo by John Kabel

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TRAVEL SECTION



LINGER AWHILE IN GLACIER

Dr. George C. Ruhle, Chief Ranger-Naturalist, Glacier National Park

AT ten thirty o'clock one night in August, an automobile carrying a license tag of New Jersey rolled into Avalanche Camp in Glacier National Park.

It had just come over the Going-to-the-Sun Highway, among highways of

the world one deserving first rank for spectacular scenic grandeur, variety, and thrills.

From the automobile stepped a middle-aged man, who, spying me in the uniform of the National Park Service, inquired where he might camp. Even

as he asked, it could plainly be seen that he was more anxious to tell something else than to receive answer to his question.

"Well, this is the third National Park I've been in today," was the start.

"Good Heavens, man! You don't say," was all I could muster at the moment.

"Yup. I left Teton this morning, took in Yellowstone, now I've come over Logan Pass, and tomorrow night I'll be in Mt. Rainier. I'm doing all of the National Parks so I can go home and tell the folks I've seen them all."

Fortunately, in contrast to the restless, speed-crazed multitudes who rush through our parks, are loyal devotees among whom are they who return annually from all parts of the United States to Glacier National Park, to spend their whole vacation, whether it is two weeks or a whole summer's duration.

Some have been repeaters ever since 1910, when the park was established; a few can go back earlier, even into the preceding century.

For Glacier National Park is too vast, too varied, to be disposed of in one hurried skip. It well merits and repays all of the time spent within it.

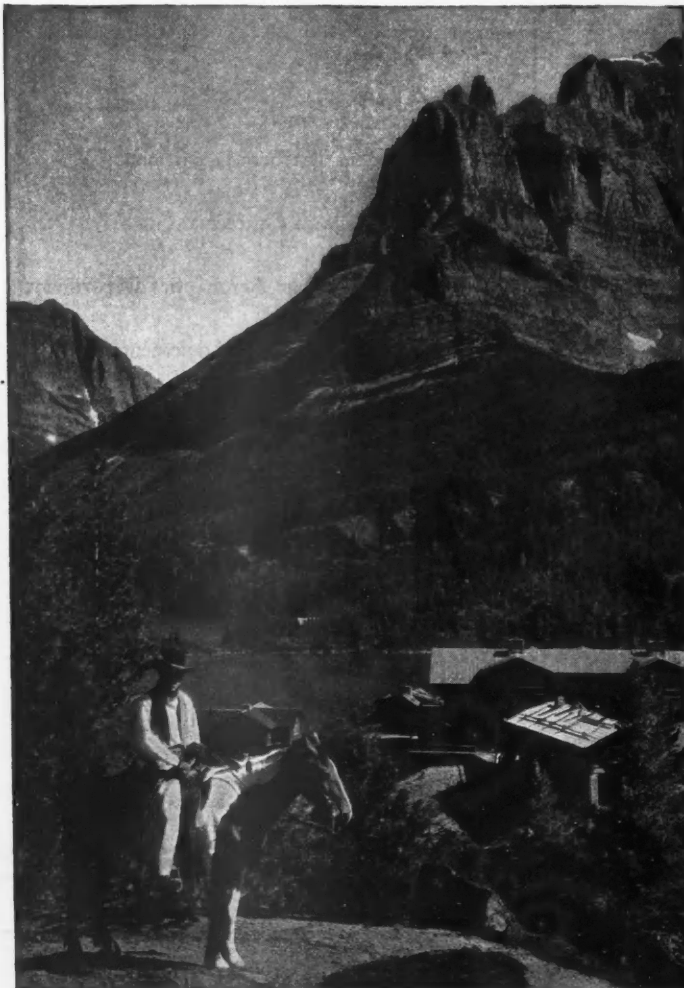
Lucky they, who, perhaps if only on the short journey over Logan Pass, at least get a fleeting glimpse of its mountain grandeur, charming lakes, crystal streams, and lush forests.

But luckier they who can linger, intimately to learn its wonders, and copiously to gain the health, inspiration, and joy which it holds.

Glacier is a park of diversity, which alone emphasizes the fallacy of hurrying through it. Within its million acres of Northwestern Montana are two parallel ranges of the Rockies, rugged and picturesque.

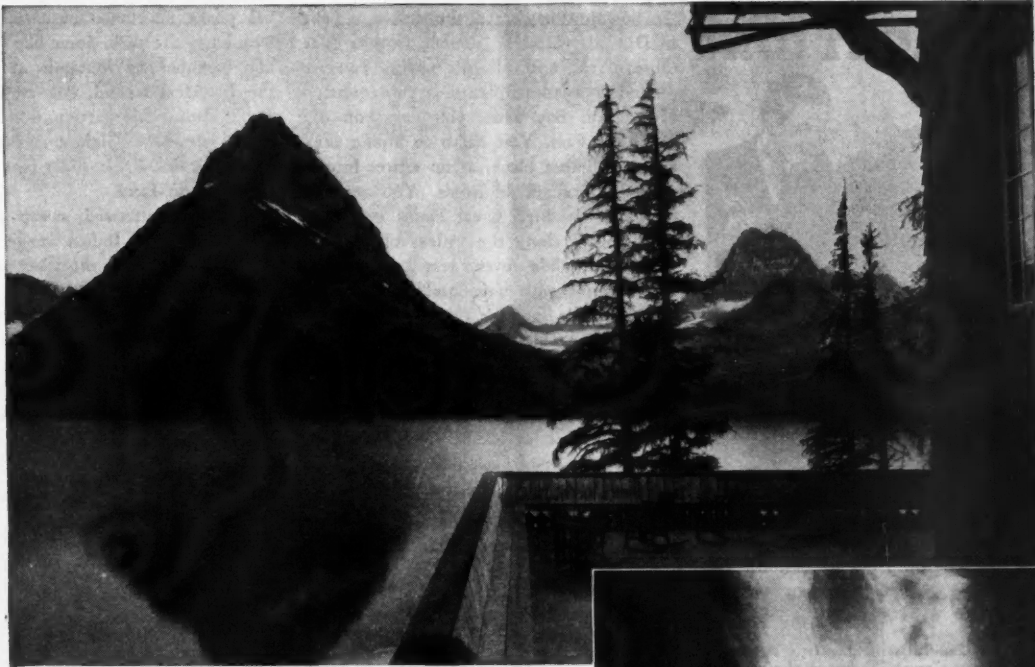
Seventeen major valleys deeply dissect these ranges, while between them, the great central region of valley and plateau extends throughout the length of the park. From the eastern mountain face roll the Great Plains, almost unbroken as far as the eye can see.

The variety of plant and animal life in this park are accounted for partly by its great and abrupt differences in elevation, partly by the fact that the influences of the mild Pacific to the west, the grassy plains



*Illustration to left shows
Going-to-the-Sun Chalets, Little Chief
Mountain and St. Mary's Lake*

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WHAT TO SEE

Countless places to go, but chiefly these: Two-Medicine Lake, Trick Falls, St. Mary's Lake and the famous Logan Pass via "Going-to-the-Sun" Highway, Many Glacier Region, Lake McDonald, the Waterton Lakes National Park adjoining Glacier Park . . . Blackfeet Indian camps, cowboys on the range, etc.

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to the east, and the frozen tundra to the far north meet here, and are joined along the North Fork of the Flathead River, by a faint influence from the Great Basin to the southwest.

Thus, you may travel the shores of Lake McDonald through somber forests like those of the north Pacific Coast. You are reminded of stunted, storm-riven vegetation of Hudson Bay while you stand on top of Logan Pass. You climb to alpine summits to glimpse bleak, arctic wastes brightened by brilliant blossoms. You see the forests of the high Great Plains stretching their fingers along the valleys of the east side. You glide over grassy, expansive plains, tinted with uncountable myriads of brilliant wild flowers. You dodge in and out of aspen thickets, gnarled and twisted by the severity of winters, just as they appear encircling the Northern Hemisphere everywhere near the limit of tree growth. And as if this were not variety enough, there are the open park-like stands of ponderosa pine on the western fringe, like forests of the Sierra Nevada; the neighboring meadows covered with sagebrush, the dank sphagnum bogs; the rocky terrain in the wake of a glacier.

Abundant mammals, birds, and other forms of animal life can easily be seen by the unhurried. Deer, moose, elk, bear, mountain goats, bighorn, and beaver are all common enough. The lesser known, interesting kinds include otters, martens, lynxes, or badgers. There are 180 species of birds. They include as common the dapper ouzel, harmonious complement of rushing mountain torrent; the ptarmigan dwelling on windswept heights; the osprey that fishes in every pisciferous lake; the lordly golden eagle soaring amongst the mountain

tops; the bald eagle, emblem of our country.

The peaks, carved from an uplifted overthrust block of earth's crust, show wide differences of form and color. Many individual peaks rank as favorites among those who know the park. Some like Chief Mountain best, because it stands, as described in the Blackfeet legend, like an Indian chief apart, leading his warriors into battle.

Mt. Cleveland, highest in the park, towers almost 6300 feet sheer from the waters of Waterton Lake.

The red, buttressed, sweep of Going-to-the-Sun, with its Indian image of snow, is known to everyone who visits the region.

The fluted, intricate detail of Merriitt, covered with glaciers and waterfalls, is regarded by many as the most beautiful mountain in the park.

All of the various passes traversed by trails offer stunning views, but each possesses its characteristic qualities. Gunsight Pass has Lake Ellen Wilson beneath it on one side, Gunsight Lake on the other. The trail to Swiftcurrent Pass leads from Many Glacier up a series of switchbacks, from which you look down the glacier-scoured trough with a jewelled sapphire chain of eight lakes.

Boulder Pass has a glacier upon it and is located above a profound chasm in which is Bowman Lake. Siyeh is highest in the park, and looks down Boulder Canyon and over the Plains. Triple Divide is below the peak that parts its waters between the three oceans surrounding North America.

The glaciers, too, differ widely. Grinnell and Sperry are most frequently visited, though tiny Clements is nearest a road, being just a mile from Logan Pass. The foot of Sexton Glacier is on top of a high cliff,

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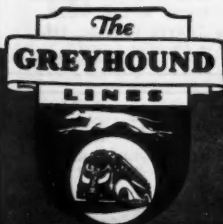
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over which blocks of ice crash from time to time, while that of Iceberg Glacier is in the lake, and from it come the floating bergs. Boulder Glacier has a trail over its moraine; Sheppard Glacier a big cliff, which it buries and hides beneath it.

Agassiz Glacier, which looks like a huge white bird winging its way up the col, has a long tail extending down the valley; Weasel Collar is a long, steep river of ice, hemmed in by vertical walls. Each of these glaciers have crevasses, moraines, and all of the other glacial important features.

Glacier has almost a thousand miles of first-class trails for use by its visitors. These lead to every important feature in it. But visitors are not restricted to hiking and horseback riding for recreation, for time may be spent at fishing, taking pictures, rowing, swimming, and exploring, while those at Glacier Park Hotel can play tennis or golf as well.

Each hotel, chalet, and camp has qualities that recommend it. For peace and relaxation, Lake McDonald nestles in the cool cedar forest on the lake. The beauty and nearness of the lake and mountains endear Going-to-the-Sun Chalets. More trails radiate from Many Glacier, and there are more people and more things to do at this center than anywhere else.

An international aspect is that of Waterton Lakes. Glacier Park enjoys the nearness of the Blackfeet and its atmosphere of the Wild West. Sperry and Granite Park Chalets offer the clear air and charm of the high mountains, while camps like Crossley, Fifty Mountain, Red Eagle, and Cutbank are attractive because of their solitude and the wilderness surrounding them.

This is the park of which the great John Muir advised, "Wander here a whole summer if you can, the time will not be taken from the sum of your life; a thousand of God's blessings will seek you and soak you as if you were a sponge, and big days go by uncounted."

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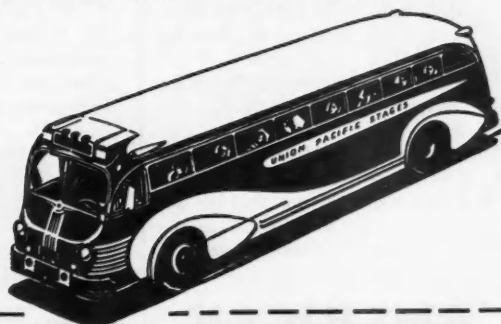


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RAMONA OUTDOOR PLAY

Ernest E. Oertel, Ph.D., District Superintendent of Schools, Hemet, Riverside County

CALIFORNIA has a number of interesting community enterprises, but none is more unique than the Ramona Outdoor Play, presented annually by the people of Hemet and San Jacinto, in a natural amphitheater, the Ramona Bowl.

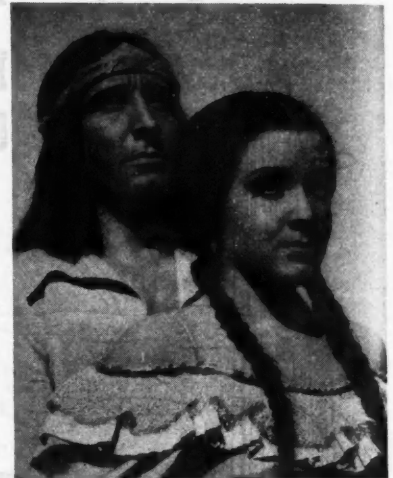
Located at the foot of Mt. San Jacinto in Riverside County, this bowl is the scene each spring for the re-enactment of what is called the most beautiful love-story ever written.

The romance, color, and excitement of a fascinating period of California history is here portrayed in a miracle of pageantry. Ramona and Alessandro, ill-fated Indian lovers of Helen Hunt Jackson's immortal story, are reincarnated in a setting of rare natural beauty which supplies admirably the romantic atmosphere befitting the Indian lovers.

The Ramona Pageant Association, Inc., a non-profit community organization with headquarters in the Alessandro Hotel in Hemet, announces that the 1939 presentations of Ramona will be given on the afternoons of April 22, 23, 29, 30, and May 6 and 7. The pageant, now in its 16th year and playing with a cast of 250 persons, is described as being California's greatest outdoor play.

Realizing the educational value in this production for students, especially those in secondary schools, the Pageant Association

White Eagle, Pueblo Indian dancer from the Sherman Institute in Riverside who participated in an Indian dance, included as part of the Ramona Pageant during its 1938 presentations in the Ramona Bowl.



Ramona and Alessandro as played by Cristina Welles and Victor Jory in the 1938 productions of Ramona

is announcing special admission rates to be made to educational institutions this year.

Information concerning these special arrangements is being distributed currently to schools in Southern California in circular letters sent out by Ernest E. Oertel, superintendent of schools, Hemet, and C. W. Lockwood, superintendent of schools, San Jacinto. These school officials are serving as members of the educational publicity committee for the Association.

EUROPE

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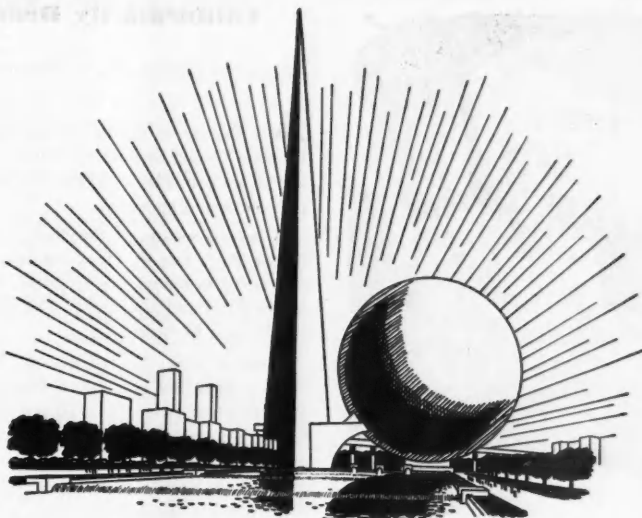
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the hands of four steeplejacks, says John
L. Dowrick, manager, American Express
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course, is Big Ben, situated in the 300-foot
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and which has four dials, each 21 feet in
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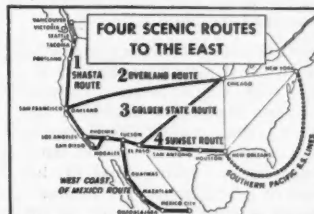
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California By Drury

Exposition Edition of An Intimate Guide

AN Exposition Edition of California: An Intimate Guide, by Aubrey Drury, has been issued to coincide with the Golden Gate International Exposition.

A special section of the book is devoted to the great fair on Treasure Island. The text is up-to-the-minute in detail on California travel and geography. The publishers are Harper & Brothers.

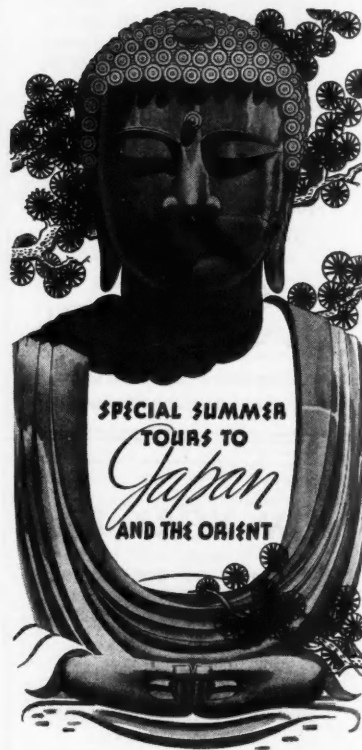
Quoting James Bryce's dictum, "California is a State but it is also a country," the book emphasizes the essential unity of California. Though the author disclaims having written a "booster" book, he is frankly enthusiastic about his native State. Its expansiveness is stressed.

"California in size," says the author, "is about equal to all the New England States, New York and Pennsylvania combined. The total longitude of England and Scotland is only three-fourths the length of California. Julius Caesar, in all his legion-leading to enlarge the boundaries of the known world and extend the Roman dominion, was almost never so far from home as a resident of Calexico when he tilts his sombrero and

gazes agape at the towering sequoias of Del Norte."

El Camino Real, the Missions, the High Sierra, the Mother Lode, the Redwood Empire, the Great Central Valley, the cities and the deserts—all parts of the State are included in the book, now issued in a new form.

The value of the book for reference and special reading is enhanced by chapters dealing with the historic and literary background of the State, and with the features which appeal to lovers of nature. Photographic illustrations by Gabriel Moulin bring out the scenic variety of California.



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OFFICIAL SCHOOL TOURS

ARRANGEMENTS have been made by officials of Golden Gate International Exposition, through authority granted by the State Board of Education, whereby elementary and high school students and teachers can attend the Exposition during April and May at minimum expense.

By means of Official School Tours, under direction of Richard E. Bellamy and Lieut.-Col. H. G. Foster, students and teachers can spend from one to three days at the Exposition without loss of school time. Because of the educational nature of these tours, the State Board of Education has granted authority whereby school attendance, not to exceed 5 days, will be counted when school children attend the Exposition in an Official School Tour group.

Official School Tours will be conducted in groups of not less than 21 and not more than 100. A minimum of one adult sponsor for every 20 students is required. Arrangements have been made for a maximum of

one adult for every 10 students to accompany a School Tour group at student rates.

The state has been divided into 16 areas, each of which will have an allotted time in which to conduct its Official School Tours.

Area 1, which will conduct its tours April 2-4, takes in Del Norte, Modoc, Trinity, Lassen, Tehama, Glenn, Sierra, Colusa, Yuba, Siskiyou, Humboldt, Shasta, Mendocino, Plumas, Butte, Lake, Sutter, Nevada and Placer Counties.

Area 2, San Diego, Imperial and Riverside Counties, will conduct its tour April 5-7.

Area 3, San Bernardino, Orange Counties, April 8-10; **Area 4**, Kern, Kings, Tulare Counties, April 11-13; **Area 5**, Fresno, Madera, Mariposa, Mono, Inyo Counties, April 14-16; **Area 6**, Merced, Stanislaus, Tuolumne Counties, April 17-19.

Area 7, San Joaquin, Amador, Calaveras, Alpine Counties, April 20-22; **Area 8**, Ventura, Santa Barbara, San Luis Obispo Counties, April 23-25; **Area 9**, Monterey, Santa Clara, San Benito Counties, April 26-28; **Area 10**, Sonoma, Napa, Yolo, Solano Counties, April 29, 30 and May 1.

Area 11, Sacramento, El Dorado Counties, May 2-4; **Area 12**, San Mateo, Santa Cruz Counties, May 5-7; **Area 13**, Los Angeles County, May 8-14; **Area 14**, Alameda County, May 15-21.

Area 15, San Francisco County, May 22-28; **Area 16**, Contra Costa, Marin Counties, May 29-31.

Costs of the tours will range from \$1.50 for one day to \$5.75 for three days. Official

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Extend your stay at a delightful Canadian Rockies Lodge; rustic cabins grouped about a central chalet; \$31.50 per week, including meals.

For complete details see your Travel Agent or Canadian Pacific, 621 South Grand Ave., Los Angeles, or 152 Geary St., San Francisco.

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Free Exposition Films

TWO interesting motion-picture films, dealing with the 1939 World's Fair and San Francisco, have been made available for free showings to schools, civic groups, and organizations through the courtesy of Tide Water Associated Oil Company, according to P. E. Allan, sales manager.

The films, running about 30 minutes each, have been especially made to acquaint the public with the wonders of Treasure Island, and feature points of interest in San Francisco.

The Treasure Island picture has been filmed over a period of three years and

shows the construction of the man-made island, up to its completion.

Associated is accepting advance bookings through their local offices for showing of these films.

Teachers are Travelers

OF the 134,737 people of the United States who went on foreign trips in 1938, the passport division of the U. S. State Department reports that 12,570 were teachers and 14,160 were students. America's educational institutions thus contributed approximately 20% of America's world travelers last year.



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Do you like horse racing? See the Epsom Derby, the Ascot Gold Cup, the St. Leger at Doncaster, Dublin's Horse Show. Golf? Gleneagles, St. Andrews, Sandwich. Tennis? Wimbledon. Polo? Ranelagh, Roehampton.

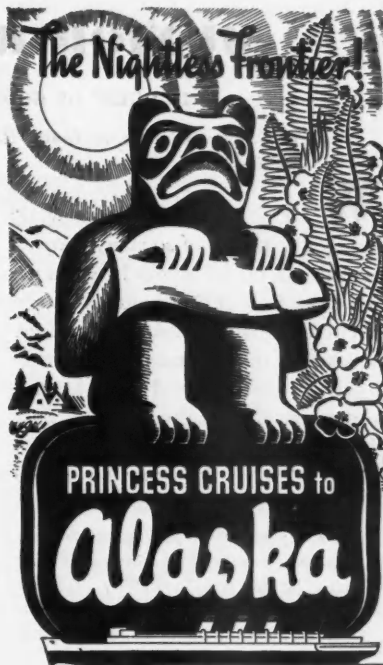
See these islands in this economical, modern way. Enjoy their magnificent hotels, gay restaurants, brilliant night life, world-famous shops, theatres, palaces, historic nooks and corners.

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Visit Alaska in late spring! See nature's glamour land when her flowers are in full bloom and day is never done. Towering peaks and vast glaciers; totem pole villages with mammoth carvings; gold rush legends and relics of days gone by; unbelievable beauty, color and romance.

A smart Canadian Pacific *Princess* Liner takes you through the picturesque Inland Passage . . . dotted with Indian fishing boats . . . to enchanting ports of call: Alert Bay, Prince Rupert, Ketchikan, Wrangell, Taku Glacier, Juneau and Skagway. And, if you wish, there is time at Skagway for sidetrips to Ben-My-Chree, White Horse and the Yukon in the real "deep" north!

These smart liners bring ocean-going luxury to your 2000 miles of sheltered sailing. Comfortable staterooms, spacious public rooms, orchestra, delicious food, games, gaiety and perfect service make your Alaska trip one never to be forgotten.



JUNEAU • ALASKA

FARES from Seattle, Victoria and Vancouver: 9-day Cruises, \$95 up (to Skagway . . . sailings from Vancouver each week); 11-day Cruises on the *Princess Charlotte* (from Vancouver June 21 and July 3) via Sitka and Skagway, \$115 up. Meals and berth included except at Skagway.

* See Lake Louise, Banff and the Columbia Icefield Highway in the Canadian Rockies; a spectacular low-cost side trip from Vancouver.

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Los Angeles, 621 S. Grand Ave.; San Francisco, 152 Geary Street; Vancouver, 434 Hastings Street W.; Spokane, Old Nat'l Bank Bldg.; Tacoma, 1113 Pacific Ave.; Seattle, 1320 Fourth Ave.; Portland, 626 S.W. Broadway; Victoria, 1102 Government Street.

JUNIOR RED CROSS

IN QUEST OF GOOD WILL AND PEACE

R. E. Gillette, Director of Junior Red Cross, Pacific Area; San Francisco

WHEN I look round the world and see the misery of so many peoples, the hatreds and jealousies between nations, the lack of any kind of charity in international relationships, and the bankruptcy of statesmanship in many countries which should have learned wisdom out of the agony of war, I am often tempted to despair of human progress . . . " So wrote Sir Philip Gibbs in 1920 in *People of Destiny*.

While apparently despairing of the ability of that generation to create order out of chaos, he saw the "possibility of better things to come" in the work which was being done by children for children at that time.

The work of the Junior Red Cross in the United States he considered "so inspiring a lesson to the world that it ought to fire the imagination of every civilized people."

Taking advantage of the moral training and experience attendant on its simple and practical programs, there are today 50,000 schools with more than 9,000,000 children in the United States cooperating with a like number of Juniors in 50 other countries in actual, practical services to each other.

AT this season, when our schools are planning appropriate observances of such days as Pan-American Peace Day and World Goodwill Day, as well as the 21st anniversary of American Junior Red Cross, it is fitting that we should examine how these Juniors are carrying forward the banner of Happy Childhood the World Over, which they adopted following the World War to designate their high purpose.

Many stories could be told of the world wide effect of services which began as sim-

ple, spontaneous expressions of friendship and which have shuttled back and forth from country to country until they have woven a beautiful pattern of goodwill and cooperation. However, space permits only a listing of a few of the many practical interpretations which American Juniors have given to the words service and brotherhood during the current school year.

A sum of \$1500 from the National Children's Fund of the American Junior Red Cross to purchase thousands of bars of chocolate, thousands of cans of milk, and thousands of cakes of soap for distribution among the children of both factions in war-torn Spain.

A recent contribution of \$1000 to the Chilean Red Cross Society for relief of child victims of the recent earthquake in Chile.

An allotment of \$155 to the Czech-Slovak Junior Red Cross to purchase a moving-picture machine to record Junior Red Cross activities in that country, the pictures to be circulated throughout the rest of the world in order to acquaint school-children with the work and customs of Czech-Slovak boys and girls.

A contribution of \$200 toward the creation of an International Peace Garden on the United States-Canadian border between North Dakota and Manitoba, gifts of plants and shrubs being received from many foreign Junior Red Cross Societies for this same garden.

Cooperation with the Junior Red Cross Society in Bulgaria in establishing first-aid posts on highways, beaches, at resorts and railway stations to be conducted by older, well-trained Juniors.

A gift of \$2,000 out of the National Children's Fund of the American Junior Red Cross to the Junior Red Cross Society of Greece to help install school baths in a

number of rural schools and to set up a youth hostel for the use of groups of Greek and foreign Juniors making tours of Greece on foot.

In addition to their contributions from the National Children's Fund, made up purely of voluntary donations from their local service funds, American Juniors last Christmas sent 40,000 boxes of toys to European and Pacific countries. The following quotations indicate the type of children who were the recipients of these little cartons, so worthless in money-value but of inestimable significance from the standpoint of friendship and good-will:

Christmas Boxes Go To China

"The Christmas boxes were ample to provide for all the boys and girls in the Cullion Leper Colony, the Leper Department in Manila, and the children confined in the Iloilo Leper Treatment Station. In addition 46 Chinese boys and girls detained at the Manila Chinese Immigration Station received individual cartons." (Charles H. Forster, Manager, Philippine Red Cross, American National Red Cross, Manila.)

"The toys (6,226 cartons) are very welcome to our refugee children and I assure you of their gratitude to the American Junior Red Cross and all the school children in America who contributed the wonderful articles I notice in the cartons . . . have already distributed several hundred to orphans and destitute children who have come into Hongkong from war-torn China and the remainder are earmarked for the kiddies in the interior." (Dr. C. Y. Wu, Director, National Red Cross Society of China, Hongkong, China.)

As a culmination of their year's program, thousands of Junior Red Cross members will gather in county rallies in various parts of California in observance of **World Goodwill Day** in May, each coming in the native dress of some country which he or his school has chosen to represent for the occasion.

Together they will sing the Junior Red Cross World Song, dance the peasant dances, and in other ways dramatize the world-wide extent of their membership and activities.

Thus, in the darkness pressing upon us from all sides, we find in the Junior Red Cross a shining hope for a saner, happier day to come.

"It is the youth," claims Sir Philip Gibbs, "which will guide the new destinies of life, whatever they may be, and it is from the childhood which we now have with us that will come the new revelation. The training of that childhood is the most sacred duty we have, that they may be wiser than we were, less narrow in vision, larger-hearted, readier for love than for hate." This is Junior Red Cross.

Junior Red Cross members attending a Goodwill Day Rally, Riverside



Sierra

EDUCATIONAL NEWS

JOHN A. SEXSON *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*

NUMBER 4

183

APRIL 1939

VOLUME 35

Dedicated to the World's Peace Makers

SONG FOR PEACE

Theme song for an INTERNATIONAL SINGING FOR PEACE CAMPAIGN

Confidently with motion

Words and Music by
A WORLD CITIZEN

1. Come, broth-ers all, in ev-'ry land, Of ev-'ry race and creed!
2. In u - ni - ty is free-dom found; No na - tion thrives a - lone.
3. We'll "blaze the trail" for last-ing peace To spread a high-way free;
4. Come, broth-ers, now your voi - ces blend In end-less songs for peace!

FEDERAL AID

CURRENT BILLS ON
FEDERAL AID FOR EDUCATION

Roy W. Cloud

TWO bills relating to Education, now pending in the Congress of the United States, have been introduced by Californians.

H. R. 407, introduced by Representative Charles Cramer of Los Angeles, authorizes an annual appropriation of unnamed amount for adult education, including musical education, in evening colleges and evening high schools.

Representative Lee E. Geyer of Los Angeles has introduced H. R. 4648, to provide for the establishment of a free national Conservatory of Music in Washington, D. C. Mr. Geyer has not stated in his proposal how much money would be needed for such an establishment.

S. B. 1305, Federal Aid for America's Schools, had a public hearing before the Senate Committee on Education on March 3. Secretary Willard E. Givens of N.E.A. and Commissioner of Education John W. Studebaker argued for the passage of the bill. Opposition to the bill was voiced because of the possibility of federal aid to non-public schools.

The committee set March 21 as the date for voting on the proposal as to whether or not it should be sent to the Senate for action.

A - wake to save a' war-sick world, Its prayers for peace to heed!
The good to one brings good to all With Ser - vice on the throne.
No long - er stand we na - tion-bound, World cit - i - zens are we.
Dis - arm all foes with har - mo - ny And bid earth's war-cries cease!

A - rise to see all bound-ries fade, A world-wide vis - ion . hold -
The Gold - en Rule, put to the test, World - Jus - tice shall up - hold -
One u - ni - ver - sal broth - er - hood Man-kind shall yet be - hold -
One u - ni - ver - sal speech is song: Its mes - sage as of old -

One God a - bove, one law of Love, One trust, one cause, one fold!

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TION, Station WIXAL.

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Campaign slogan: "ONE SONG TO PEACE ON EVERY PROGRAM"

PUBLISHED BY A.G. LITTLE, CONCORD, N. H., U.S.A.

MADE IN U.S.A.

In the Redwoods

Emily Beach Hogan, Lemon Grove, San Diego County

SMELL of the ferns and the pines and the redwoods growing.
Song of the birds and the wind and a rivulet flowing;
Murmuring sounds, subdued, of the tall trees' breath,
Yet a hush like the calm solemnity of death.

Shadows of leaves on the stream, from the branches bowing,
Purple and bronze of the rocks where the water's flowing;
Then a sudden pause, and a dim, still pool is hidden,
Stirring the depths of the heart with tears, unbidden.

All the old and the young, down long avenues walking,
Have diminished in height and grown very gentle in talking;
Eyes that were blind, dulled ears, by an Unseen Hand
Have been loosed and silently made to understand.

CLEVELAND CONVENTION

Roy W. Cloud

AERICAN Association of School Administrators met in Cleveland, Ohio, February 26 to March 2, 1939. John A. Sexson, President of the Association, was responsible for a program that was unique in its presentation.

The main features of discussion covered the entire learning situation, with particular emphasis upon the necessity of maintaining the democratic principles upon which this nation was founded. The work of the Educational Policies Commission was the basis of most of the discussions.

Many of the N.E.A. affiliated organizations joined with the administrators in presenting programs.

The general sessions, enjoyed alike by administrators and affiliated organizations, were held in the big Cleveland Auditorium. The Auditorium basement was given over to the educational exhibits which form a most interesting part of the conventions each year. The latest in every kind of school equipment, including books, visual material, transportation facilities, and school supplies of all sorts, were presented by manufacturers, publishers, and representatives. Many administrators found a liberal education in visiting these exhibits and learning from those in charge how the various materials could be used in school programs.

Approximately 13,000 delegates were present at the convention. Every section of the United States and its territorial pos-

sessions was represented. Dr. Sexson handled creditably every phase of the convention. The merit of the various programs brought praise from the large delegations.

As is the custom, the outgoing president becomes the vice-president. Ben V. Graham, superintendent of schools, Pittsburgh, was elected president for the coming year. Homer Anderson, superintendent of schools, Omaha, was elected second vice-president. William J. Hamilton, superintendent of schools, Oak Park, Illinois, was elected a member of the executive committee.

The convention opened on Sunday afternoon, February 26, with Vesper Services. Music at this service, as well as throughout the entire convention, was furnished by schools of Cleveland and surrounding territory. Dr. Theodore G. Soares, professor of ethics, California Institute of Technology, Pasadena, gave the address.

The California Breakfast

A meeting of interest to Californians was the California Breakfast, held at Hotel Cleveland, Monday morning at 7 o'clock. John F. Brady, chief deputy superintendent of schools, San Francisco, was the presiding officer. The affair was in honor of Dr. Sexson, who, in addition to his presidency of American Association of School Administrators, is also president of California Teachers Association; 156 Californians and former Californians attended. Many N.E.A. officials were present, including Willard E. Givens, formerly superintendent of schools, Oakland, and now executive secretary of the N.E.A. Among

those who responded to Mr. Brady's invitation to address the meeting were President Sexson, Willard E. Givens, State Superintendent of Public Instruction Walter F. Dexter, Willis W. Sutton, superintendent of schools, Atlanta, Georgia, Cameron Beck, and other noted educational leaders.

E. W. Jacobsen, superintendent of schools, Oakland, was chairman of the Resolutions Committee. The resolutions adopted were essentially as follows:

1. Intensive education for the preservation of democracy, with stress to be laid on the teaching of democratic principles to enable an intelligent understanding of its problems.

2. Adequate services for adjustment, guidance, and vocational placement of youth.

3. Censure of the development of two public school systems in the country, one controlled by Washington, the other by the localities and states; this was called "dangerous when authoritarianism and regimentation are gaining the upper hand in so many countries."

4. Indorsement of federal aid for public education on a program of equalization of education as embodied in a bill introduced in the senate.

5. Establishment of more classes on "economic and social" realities in the public schools.

6. A protest against a proposal to substitute an administrative department for the District of Columbia's present school board.

Another unique feature was the work of the summarization committee. Reporters from this committee covered every session. Summaries were edited and published in a 32-page pamphlet, printed immediately prior to the summarization program on the last afternoon. This program consisted of panel discussion; J. W. Studebaker, U. S. Commissioner of Education, chairman. A copy of this valuable bulletin can be obtained by writing to N.E.A.

Secretary of the Interior Ickes spoke on Conservation and Education and urged the unification of the Federal Government's conservation activities in a new Department of Conservation. Jan Masaryk, former minister to England from Czechoslovakia, speaking on The Dilemma of Democracy, said:

"If what is going on in Europe are maneuvers for position in this latest contest for balance of power—or unbalance of power—and all that we see are only preliminaries to a definite and dignified stand by the democracies, then there is some hope, and it all calls for optimism. But while these maneuvers are going on, the intellectual freedom, the liberty of the human soul, freedom of discussion, of scientific thinking, of religious tolerance—the very foundation of scientific work—all these are being attacked by a powerful group, to whom, as we said above, the individual means nothing, and who forbid everything they do not enforce."

James A. Johnston, Warden, U. S. Penitentiary, Alcatraz Island, speaking on The Challenge of Crime—The Answer of the Prison Warden, he said:

"I believe the greatest opportunities are in the schools and that progress made in educational programs and teaching staffs offers our greatest hope. There is room and there is need

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Los Angeles County Superintendent of Schools, A. R. Clifton, through the Division of Secondary Education of which Dr. C. C. Trillingham is in charge, has issued several outstanding mimeographed bulletins of great value to all teachers—Immigrant contributions to American life; Reading list on consumer-education; Problems and services of the school library; Reading list on occupations and vocations; Curriculum-planning in Los Angeles County high schools.

Congratulations to the Los Angeles County Office upon these important publications.

* * *

Ninth Annual School Executives Conference, under auspices of Summer Session, University of California at Berkeley, will be held this year, July 10-21. Previous conferences have been full-day sessions but this year, on account of The World's Fair the conference sessions will be held during the mornings only, leaving afternoons and evenings free for those who may wish to see the Fair and study the many educational exhibits of many lands that will be there. Those interested, may secure further information by writing to Professor F. W. Hart, University of California, Berkeley.

* * *

Atascadero Tour

Inaugurating a plan whereby senior students may be given the opportunity to visit a continuation school or college in line with individual interest, Atascadero's principal, Roy D. Gilstrap, recently made arrangements for five senior girls to visit commercial and trade schools in the Bay District.

The group left Atascadero early in the morning, visited Castlemont High School, lunched at Oakland High School, then were taken through Merritt Business School, and Central Trade School. Armstrong College and the University Campus in Berkeley were on the itinerary, followed by an overnight stay in San Francisco.

Heald College officials were especially cordial in conducting the group through the school and in entertaining the girls for luncheon. Enroute home, the campus and chapel at Stanford were included. The girls were accompanied by their dean, Miss La Moille V. Pugh.

Atascadero is preparing for the Annual Conference of Girls Leagues, Central Coast Section, in the early fall. A meeting was held at Salinas recently, at which the officer schools were present. The theme of the conference was chosen as The Girl and Her Environment. Morning sessions will be conducted by the girls themselves, one to be prepared by Salinas with emphasis on the social life of girls and the other to be presented by Pacific Grove with emphasis on vocational goals.

John J. Zielian

By A Group of His Friends

THREE things made the year 1889 one long to be remembered by the people of Tustin, Orange County, then a small community.

For some six weeks a flood separated us from Los Angeles. Our County of Orange was created from a portion of Los Angeles County. Last, and for the purpose of this story, most important, John J. Zielian began his 19 years of service as principal of Sycamore, now Tustin, School District.

His was a splendid mingling of courage, firmness, and determination, with a kindness and love of his job and of his pupils, that soon brought a rather rough and rowdy group of youngsters into orderly classes of well-behaved and diligent students.

During the time Mr. Zielian taught at Tustin there were usually four other teachers, never more than five. Many pupils walked from one to three miles; several rode horseback or drove in their own conveyances six or seven miles daily.

In a small school, if the teacher is continued for years, he comes to know each child, each family, and builds himself and his ideals into the whole community life, making a fine continuity in the school program.

In the nineties this school maintained also a ninth grade, or first year high. How the pupils toiled over bookkeeping, geometry, entomology, botany, anatomy with plenty of technical terms, history! And always the teacher studied and led and inspired.

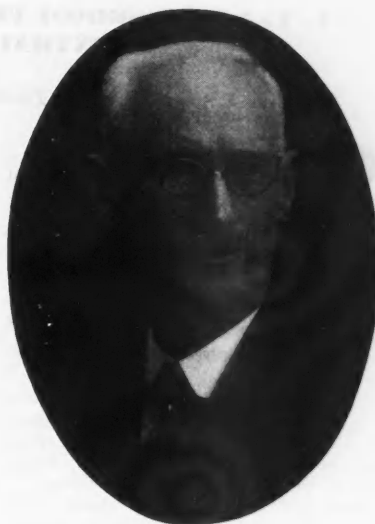
Later Mr. Zielian moved to Santa Ana, and was principal of a city school. Upon his retirement he served several terms on the Probation Board, still interested in the boys and girls who needed firm and friendly guidance.

That his services in Tustin were appreciated is best evidenced by the fact that in 1921 the former "boys," calling themselves "Zeke's Bunch" from a nickname early applied to their teacher, began an organization through which pupils, teachers, and old neighbors have maintained their contacts ever since.

For the last 17 years they have held, early in June in Irvine Park in the hills east of Tustin, a picnic attended by hundreds from all over the state. The entire day's activities consist of renewing acquaintance with friends and associates of former years, and meeting and greeting the in-laws and children they have accumulated.

John J. Zielian, around whose career this unique organization is builded, was born in Stanislaus County March 18, 1860, of

* After this issue had begun to go to press, word was received that Mr. Zielian has passed away.



John J. Zielian of Tustin*

pioneer parents, and spent his childhood and young manhood in the Mother Lode section of our state. He selected teaching as a career, and was graduated from the San Jose Normal School. Here he met and married Ella Mills.

Mr. Zielian had taught nine years before coming to Tustin. However, it was hard for the trustees to believe that the tall, slender, blue-eyed youngster was old enough to have had that much experience.

In 1934 "Zeke's Bunch" issued a booklet containing the names of all Tustin pupils for Mr. Zielian's years there, from 1889 to 1908, with the addresses of some 800. The Memorial List recorded 125 names. "Addresses Unknown" headed a list of 300 more.

When November 25, 1935, brought the Golden Wedding, it was "Zeke's Bunch" who planned the celebration. From near and far came bits of gold which were melted into a 5-inch plaque with inscription testifying to the loyalty of these pupils, now mature men and women—ranchers, housewives, teachers, business men and women, city and county officials, military men, lawyers and doctors.

All eagerly look forward to the second Sunday of June when again the old school-bell will call to luncheon and to another reunion with "the Old Master."

* * *

A new Guide to the Literature of Rural Life, listing 500 titles of books and pamphlets, has been issued by the department of research and education of the Federal Council of the Churches of Christ in America, 297 Fourth Avenue, New York, N. Y. The emphasis is on inexpensive and non-technical materials. Many recent pamphlets are included. The Guide (10 cents) includes the titles of 16 other useful bibliographies on rural life or related interests.

C. T. A. CLASSROOM TEACHERS DEPARTMENT CENTRAL SECTION

Clyde E. Quick, President; Teacher, Chowchilla Union High School

CCLASSROOM Department of California Teachers Association, Central Section, began its 1939 program of activity with a January meeting at Hotel Tulare.

Committees for the year were announced by the president, prior to the first meeting, as follows:

Extension — D. J. Conley, Strathmore, chairman; Frank Delamarter, Chowchilla; Ethel Johnson, Three Rivers; Mrs. Helen Bragg, Fowler; and Bernard O'Reilly, Bakersfield.

Education — Wesley Anderson, Fresno, chairman; E. E. Wahrenbrock, Hanford; Ramona Eckern, Mariposa; Mrs. Isabel Pedro, Bakersfield; Milton Woods, Merced.

Legislative — Mrs. Neva Hollister, Fresno, chairman; Frank Poytress, Merced; Mrs. Juanita Pettis, Bakersfield; Rulon Smith, Taft; Charles Patmore, Porterville.

Program — Collis Bardin, Fresno, chairman; Mrs. Kathryn Cavanagh, McFarland; Doris Newcombe, Avenal; Rinaldo Wren, Madera; and Clyde Quick, Chowchilla, ex-officio.

Teacher-Load Survey — Albert Baer, Corcoran.

The representatives, who make up the Executive Board, are elected from their various county and city units, in most cases, for terms of two years, so staggered that one new representative is elected each year. This provides for adequate carry-over, so that the work of the organization may more ably be carried on from year to year.

Officers Elected at Institutes

Officers elected at the November institutes in the Central Section during 1938 include the following: Clyde E. Quick, Chowchilla, president; D. J. Conley of Strathmore, vice-president; Mrs. Juanita Pettis, Bakersfield, treasurer; and Frank H. Poytress, Merced, Secretary.

All of the committees met prior to the regular Executive Board meeting in Tulare and discussed tentative programs of activity for the year. The major project carried over from last year, and which will be completed this year under the able direction of Mr. Baer of Corcoran, is the Teacher-Load Survey. Over 4,000 questionnaires were recently sent out to teachers in the seven counties making up the Central Section. Approximately 2,500 have been returned to date.

Baer indicated that through the cooperation of the various city and county unit representatives, he hoped to obtain a 100% return before the end of the present school year. Any teacher in the Central Section who has not filled out a teacher-load questionnaire is urged to contact Mr. Baer and

do so at once. Results of the survey will be announced in Sierra Educational News.

New Institute Setup Planned

The group agreed to work on the following projects this year: 1. To find a method by which teachers can get away from the traditional institute programs and substitute a number of meetings during the school year at which county superintendents could pool their resources and secure outstanding speakers which would be of interest to all. 2. To require physical examinations of teachers every three years, especially to see if any teacher has active tuberculosis, and if so, to permit said teacher to take out a leave-of-absence for cure.

Retirement Plan to be Studied

The Educational Committee, under leadership of Mr. Anderson, of Fresno, decided (1) To investigate the present teacher retirement plan with the idea in mind of increasing the sum to be paid to retiring teachers, and also, to see that the retirement system is placed on a sound financial basis; (2) To investigate whether or not the newly formed State School Employees Association should be affiliated with the California Teachers Association; (3) To bring about a closer cooperation between the Classroom Teachers Department and the city and county units; and (4) to have adequate publicity, informing all teachers as to what C.T.A. as a whole is doing, but with special emphasis on the Classroom Teachers Departments.

Mrs. Hollister of Fresno, chairman of the Legislative Committee, indicated that her group would have a busy season studying the various measures before the State legislature.

Write Congressman about HR 1791

The Executive Board, after discussion, unanimously adopted the following resolution:

"Resolved that the Classroom Department of the California Teachers Association, Central Section, request the members of Congress from California to take favorable action on HR 1791 which would eliminate the retroactive application of Federal income tax laws on salaries of employees of school districts of the State and its other political subdivisions."

All members agreed to write their congressman asking them to vote and work for favorable passage of HR 1791.

The Program committee, headed by Mr. Bardin of Fresno, laid plans — (1) To se-

cure adequate liability insurance covering all teachers who transport students in private cars, such as taking them to play in athletic contests and on educational trips; (2) to investigate the various forms of group insurance whereby teachers may secure accident and sickness insurance as well as hospitalization, at low rates, and to bring about joint action on same, if possible, by the city and county units of the Central Section and our group; and (3) to work for an improved setup in regard to institute programs.

Mr. Bardin, recently-appointed Sierra Educational News representative for the Section, indicated that news of interest to teachers, either in San Joaquin Valley or the State as a whole, could be sent in to him.

Second Meeting in Fresno

Central Section Classroom Teachers Department held its second meeting in Fresno in February. The group met jointly with the Central Section Council in the morning, followed by committee meetings at luncheon and a regular session that afternoon.

All members of the Executive Board, which represent the teachers of the Central Section, took up their duties earnestly. Much hard work and study has not only already been put in, but much more will be expended by each representative before the close of the year. Each member (two from each institute unit) has done his best to serve his fellow teachers. And, from the projects which they have undertaken, a great deal of benefit should be derived, in final analysis, by each and every teacher in the profession.

Not only is the Classroom Teachers Department trying to serve the profession which it represents, but it is endeavoring to raise teaching standards, and thereby help schools keep pace with the rapid strides forward which Education is taking today in California.

* * *

Russell H. Blanchard, printing instructor, Burbank Junior High School, Berkeley, and his associates, deserve special congratulations upon a recent edition of *The Wizard*, published semi-annually by the pupils of the school. Now in its 23rd volume, this attractive issue is dedicated to the Port of Seven Seas, and to Exposition on Treasure Island.

* * *

Kings County Unit C.T.A. issues an excellent mimeographed news-letter, now in its second volume. H. L. Buhlman, Corcoran High School, is president of the unit. Adrian S. Quick of Corcoran is editor of the news-letter which is mimeographed at Corcoran High School. L. R. Ward, Le-moore High School, is delegate to N.E.A.

THE JUNIOR COLLEGE

N. H. McCollom, District Superintendent and Principal, Lassen Union High School and Junior College, Susanville

THE junior college as the most rapidly growing branch of our educational program is deserving of particular study. Enrollment in the 42 junior colleges of California had reached the total of 43,863 in 1937 and now approaches nearly 50,000 students. The junior college freshman enrollment represents from 70 to 75% of the total freshman enrollment in the State higher institutions of learning, including the 7 state colleges and the various branches of University of California.

Dr. Merton E. Hill shows that the number of transfers from the junior colleges to the State University has grown from 64 in 1919 to 1,996 in 1937. But, the preparation for transfer to the universities does not represent the major service of the junior college.

It has come into its present importance by reason of the demand for more cultural and vocational training. It has to a large extent taken the place of non-existing vocational opportunities. The standard general training qualifications for an applicant seeking employment have advanced from an 8th grade diploma, through high school graduation to at least two years of college or junior college work.

Since jobs and business openings have not been readily at hand upon completion of the 12th year, high school graduates have asked for the opportunity to perfect their qualifications for business, industry, citizenship, and life's social problems. It is a tribute to the California school system that these requests are being made.

We have taught through the grades and high schools the virtues of being self-sustaining members of society, with an appreciation of the contributions of mankind through the ages in the fields of the arts, the sciences, and the humanities, and we have instilled in these young people an ambition to add to those evidences of civilization.

We have awakened a social and civic conscience, an eagerness to par-

ticipate in community and State affairs, and a sense of responsibility for the welfare of others. In this training for social-mindedness, which is alluded to as the vertebrae of our democratic society, we have done well.

Now, our young citizens, realizing their inadequacies to accomplish their ambitions and to meet the obligations which we have requested them to assume, turn to us for further specific training. We cannot refuse them this right. We have started a job which is but partially finished. It is our obligation to youth to accede to their wishes.

California's Pledge

This additional training must be provided at State expense. California has boasted of a public school system extending from kindergarden to university, where every child can be trained as extensively as his interests and abilities will permit. We are now asked to make good that pledge.

Private institutions and other agencies are supplying training in semi-professional trades and specific industries. Many young people, because of location or financial difficulties, are unable to take advantage of these training facilities. The only agency for equalizing the educational and training opportunities for all the people is the State school system. The demand is for cultural, civic, and vocational training. The junior college is the agency to supply this demand.

While the liberal arts colleges in this country have a historical background and heritage of 3 centuries, the junior college dates back but 3 decades. It can be traced back to the Joliet Township High School, which in 1902 organized a 6-year academic program providing promotion to the sophomore or junior year of college. It was an upward extension of the high school course.

Transitions which resulted in the emergence of the present junior college are illustrated: first by private

academies and seminaries adding cultural courses and becoming junior colleges; second, by small liberal arts colleges eliminating the upper two years and concentrating on their lower division courses; and third, by special commercial schools improving their requirements and standards and attaining college distinction.

FOR many years a number of private academies and special business and engineering schools throughout the State performed the service now demanded of the junior colleges. To be sure the demand for this service was much less insistent than it now appears. The desire for additional training beyond the high school years was, however, sufficient in evidence by 1907 to persuade the State Legislature to pass a law which stated that "High school boards of any high school district, or trustees of any county high school may prescribe post graduate courses-of-study for the graduates of such high school, or other high schools, which courses shall approximate the studies prescribed in the first two years of university courses."

The courses established under the law of 1907 were purely academic. It was soon evident that they did not entirely meet the demands of the young men and women who were seeking placement in jobs and industries. The offerings were liberalized under the law of 1917 when the school code was again amended by legislative action to provide for junior college courses. These courses were still administered under the high school districts, but in addition to "such studies as are required for the junior certificate at the University of California," they provided for "such other courses of training in mechanical and industrial arts, household economy, agriculture, civic education, and commerce as the high school board may deem it advisable to establish."

The Colleges of The People

This law of 1917 made it possible to expand materially the service rendered by the junior college in meeting the demands for vocational training. The great development in this field did not come until after the junior colleges were again brought to public attention in 1921. At this time provision was made for the establishment of independent junior college districts. An expanded view of junior college service was conceived. These institutions were expected to administer to the needs of both adults and minors in cultural, vocational and rehabilitation training. They were to be the "People's Colleges," interposed between the high school and the university to meet the needs of the semi-professional groups.

At the present time there are 42 public junior college institutions operating in the State. Twenty-five of these are departments

of high school districts and 17 are independent or coterminous with other districts. The location and offering of these institutions will be of interest. Southern California claims the largest share with 9 institutions located in Los Angeles County and 6 more within a radius of 55 miles of the center of the southern metropolis. Only 6 of the 42 are north of San Francisco, 3 north of Sacramento and but 1 in the upper one-fourth of the State and that in the eastern mountainous region.

Enrollments and Offerings

Enrollment in the junior colleges range from 55 for Antelope Valley Junior College at Lancaster to 5,046 for Los Angeles Junior College. The average enrollment is 1,044 with the median at 518.

Judged on a basis of semester hours of instruction offered, the range is 118 semester hours for San Benito to 1848 semester hours for Compton with an average of 382.4 and a median of 537.

Comparing the course offerings with the enrollment, we find that Lassen Junior College offers 4.4 units of instruction per student enrolled. Nearly 16,000 semester hours of instruction are offered in the 42 junior colleges, an average of .52 per student and a median of 1.15. The faculties of these institutions include 4,830 teachers and range from 5 for Antelope to 567 for Los Angeles.

To present these facts in a different manner, let us describe a typical California junior college. It has a student body of 518 students to which it offers 537 semester hours of instruction. It has a staff of 24 instructors giving the following instructions:

- 11 units in health and physical education
- 69 units in the cultural subjects of art, music, and drama
- 47 units in English
- 62 units in foreign language
- 34 units in mathematics
- 86 units in science
- 58 units in social science
- 72 units in commercial subjects
- 25 units in engineering and architecture
- 73 in a variety of other vocational subjects.

The typical junior college district has an assessed valuation of \$17,500,000 or \$33,783 per pupil enrolled. The median salary paid a junior college teacher who holds a master's degree, is \$2,616. The operation cost per year is \$100,000, or \$200 per average daily attendance.

THE functions of the junior college may be classified under three main divisions:

Its first function is to provide 2 years of cultural and academic training beyond the high school years for many to whom these advantages would otherwise be denied because of expense. Many students find it possible to attend local junior colleges where transportation and texts are provided at public expense and where no tuition charges are

made. These same students would find it impossible to pay board and room and meet the expenses of a university course.

The second function is to provide a transition from the small rural high school to the university. Just as the junior high school has proved effective in bridging the gap between the small elementary school and the high school, so the junior colleges serves to acclimate and adjust the student from the high school to the program and methods of the college or university.

The junior college serves as a salvaging agency in the rehabilitation of students who have failed to make college recommendations and to whom the doors of higher education are barred. The ponderous magnitude of the university renders it impossible to provide the close personal attention and interest many young people require in making their educational, vocational, and social adjustments.

Personal and Intimate

The university must be impartial and impersonal. The junior college can give the student more personal and intimate attention. That the junior colleges have been successful in their rehabilitation program is evidenced by the report of the University of California director of admissions. Many students who were not college material have discovered this fact in junior college and have been directed into semi-professional and vocational fields of training.

This introduces the third function of the junior college, that of training in specific fields for semi-professional or terminal vocational service. Too frequently our colleges are criticized for failing to train young people for useful employment. The junior college is an ideal institution for specific training, placement and follow-up service.

IN contemplating the possibility of establishing a junior college department or district, criteria should be set up as a measure of probability of need or success. The first factor to be considered is a financial one. The school code requires that a district have an assessed valuation of at least \$5,000,000 before it can consider supporting a junior college. A. E. Joyal, in his study in 1932, concluded that a district should not exceed a tax of 20 cents per \$100 assessed valuation to support its junior college. Using these figures, a minimum-sized district with a maximum tax rate would provide \$10,000 for the maintenance of a junior college department. This budget would take care of an enrollment of not over 50 students. It has been demonstrated by experience that an adequate program cannot possibly be maintained for less than this amount and the usual expenditure is much higher.

Although the ideal of most junior college administrators is to have the junior college in a separate building, independent

of the high school, or organized as a separate district, nevertheless the high school will continue as the avenue through which junior college progress will advance. Twenty-five of California's junior colleges are of the departmental type,—an upgrowth of the high school program and fostered by that parent organization.

The community-center school district may at some future time become the administrative unit for California. By this organization, elementary, junior high, high school, and junior college units will be coordinated under one administrative control where continuity of education and equalization of opportunity can in truth be put to practice.

The percentage of high school graduates going on to college is constantly on the increase. Evidence indicates near 70% of present high school graduates seeking higher education. An efficiently administered junior college should have an enrollment of 200-400 students. A graduating class from the high schools of the district of 200-250 should therefore justify a junior college department. Satisfactory junior college classes average 20 with a range from 10 to 30 students. The equivalent of 10 to 15 full-time teachers, handling from 15 to 20 hours of instruction per week has proved a desirable standard.

Broad Instructional Program

Instructional courses in health, art, music, English, languages, mathematics, science, social sciences, business and commercial subjects should be included in every junior college program. In addition, offerings should be made in agriculture, home management, and various occupations according to the demand of the industry as indicated by the vocational census of the population served by the junior college district.

The natural resources of the district may also influence the special vocational training offered by the college. Coalinga offers special courses in the petroleum industry; Lassen in forestry; San Francisco in hotel management; and Sacramento in aviation and mining. The turnover or replacement requirements for the industries should be estimated. The semi-professionally trained replacements will vary with the technical skill and knowledge required by each vocation.

In industries where each workman needs technical knowledge and training a course of instruction is justified for each 500 employed in the industry. This assumes that from 20-25 trainees can be absorbed by the industry each year on a basis of a complete replacement in 20 years.

In unskilled occupations, one semi-professionally trained individual should be supplied as a foreman or prospective executive for each 20 workers. On a 20-year re-

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COLLEGE AIRCRAFT

PASADENA JUNIOR COLLEGE BUILDS COMPLETE AIRCRAFT

Roscoe Bancroft, Principal, Ripley Elementary School, Palo Verde Valley Unified School District, Riverside County*

TO students of the aeronautics department, Pasadena Junior College, belongs the credit for what is presumably the largest accomplishment in aeronautics-training yet achieved by a junior college.

Accompanying pictures show some of the actual stages of construction of this trim, four-place cabin, all-metal, low-wing monoplane. It was designed and built complete (except for motor and instruments) by young student aeronautic engineers and mechanics.

A visit through the shops and a talk with Instructor Max Harlow gives one a clear understanding of how the school accomplished its unique task.

The boys built an aircraft that successfully met the federal government's requirements for type certification and license, a rigid test of accomplishment for any school of aeronautics.

This achievement demonstrates the ability of a public junior college to produce a type of workmanship equaling that of the industry. It helps to answer the important question of how this nation is to train 20,000 mechanics per year for our national defense program.

One is impressed on visiting this shop with the systematic environment in which the boys work. This is an outstanding feature and an important one according to Instructor Harlow. The Pasadena shops are so organized as to approximate very closely the procedures and methods practiced in the actual aviation industry. For example, all work that is completed in the shop originates in the engineering department. Each part has its identification-number and job-card.

Organization of Courses

To be sure that the methods do approximate those of the factory, officials of the largest airplane factories are invited for periodic inspection of the shop and for conference with department instructors, at which time valuable advice concerning modern procedures and training suggestions are received.

The students are offered two courses: 1. All-metal airplane construction, composed of shop courses, and 2. All-metal design and drafting, composed of engineering courses. The selection between the construction and design courses is largely automatically determined by the student's background in

mathematical ability and his personal temperament. At present, the shop capacity of 100 students is enrolled, two-thirds being in the shop courses and one-third in the engineering department.

Pasadena Junior College comprising four years, the aeronautics students have already received a broad general background in preparation for the two years of intensive aeronautics training.

All 13th year aeronautics students take the following courses: aeronautical woodshop, aeronautical machinework, aeronautical laboratory, and metallurgy. This plan provides the boys who qualify for design and drafting, with a working-knowledge of shop procedures.

Technical Reports

"Tech Reports" is the name of a cleverly-designed course which requires the writing and compiling of technical data in proper form and accuracy. This course provides for additional practice in practical English and is also required of all students. This course continues into the second year under the name of Industrial Organization.

Boys going into the aircraft factories have an understanding of the problems of plant management, the advantages of cooperation between employer and employee and other industrial relations. Mathematics is essential to all aeronautical work and becomes a factor in the determining of those who shall choose further courses in shop and those who shall go into design. Those who have finished trigonometry with good grades and who pass a mathematics test satisfactorily may choose shop mathematics, or take a mathematics course leading to design.

Drafting is required for the first semester by all students. They become familiar with the U. S. Air Corps Drafting-room Manual and copy and revise old drawings. Those wishing to enter design then take an intensive descriptive geometry course. The others continue in less intensive descriptive geometry.

It is natural for some boys, because of certain temperamental characteristics, to be more interested in the shop than in the drafting-room. Because of this and the stringent mathematical requirements, students are found to be either headed for the shop or the drafting-room by the beginning of the 14th year. Those studying design take such courses as strength of materials, and testing materials. As the year progresses, these students specialize in de-

sign, layout, and stress analysis. Fourteenth-year shop-students spend their entire time in aeronautical shop, constructing jigs, patterns, parts, and actual fabrication.

All students work from blueprints issued by the engineering department, making tools, patterns, and parts, to be used in airplane construction.

Jobs are assigned to individual students



Top to bottom: 1. PJC-1 Four-place, all-metal aircraft, with fully retractable landing gear, built by Pasadena Junior College. 2. Fabrication of fuselage. 3. Section of wing undergoing United States government test of strength. 4. Model being tested in the wind-tunnel.

* Research student in Aeronautics education.

on the basis of experience and ability to progress.

Materials are tested by the testing-class. The theoretical figures of the designing department are checked with the actual strength as determined by actual testing.

Placement of Graduates

A vital feature of all junior college vocational courses is the possibility of placing graduates in the industry for which they have been prepared. The aeronautics instructors of Pasadena Junior College have been able personally to place all graduates in factories at the level at which their training terminated. Much satisfaction has been had in watching the advancement of their students in the industry.

A visit through this shop impresses one

with that characteristic democratic philosophy which dominates this junior college.

One is further impressed with the serious attitude with which aeronautics students undertake their work, showing that they recognize the challenge to them in this youthful industry.

The need for modern and rapid transportation asks for the best that young aeronautical engineers can offer. The creative minds of these young engineers are producing such results as the PJC-1 and two new ships which are in production this year.

The invaluable service which this school of aeronautics is offering the industry, and the students which it is training is a great credit to Instructors Max B. Harlow and Francis Hoffman and to Chairman Edward D. Cornelison of the technology department.

THE NORMAL ADOLESCENT

WHAT SEX INFORMATION SHOULD WE GIVE HIM?

Sidney E. Lang, Teacher, Tule Lake High School, Siskiyou Union High School District

AN attempt has been made by the author to find out what specific sex information the normal adolescent should have in order to be socially well adjusted.

Investigation revealed that most writers in this field had colored their treatment of sex and adolescence with personal prejudices.

An endeavor was made, therefore, to find as objectively as possible the source and extent of information of: 1. The normal adolescent, and 2. The adolescent sex-delinquent. By comparing these two, we should be able to make some impersonal conclusions as to what the high school student should be told about sex.

An abundance of material was found on the subject of abnormal adolescence and sex, but in the case of normal adolescence it was almost entirely lacking.

A questionnaire consisting of three parts was then prepared. A university professor consented to administer it to his two freshmen classes in mental hygiene.

Part 1 listed nine common sources of sex information: parents, close friends, older relatives, high school classes, lectures, radio and newspapers, library books, borrowed books. The student was to underline the two sources from which he obtained most of his information.

Part 2 listed seven items which were thought most likely to cause worry or mis-

understanding on the student's part and at the same time would indicate the extent of his information. These were sexual reproduction, influence of individual sex practices, sex diseases, physical meaning of marriage, laws regarding immoral sex relations, birth control, laws regarding birth control. He was instructed to underline the two items which he wanted to know more about.

Part 3 merely asked if the high school should teach more or less about sex.

Blank lines for comments followed each of the three parts. Students were directed not to sign their names but to indicate their sex and age in spaces provided. Every precaution was taken to make the questionnaire valid. Of the 70 papers marked and returned 66 were tabulated.

For comparative data on delinquents and mal-adjusted adolescents where sex was a factor, outstanding recent studies were consulted. Special attention was given to group studies. Tables were made from these along the order of those prepared from the results of the questionnaire.

As educators we are immediately challenged by the results of this study. Close friends and chums were one of the two major sources of sex information for 56% of the normal adolescents and for 75% of the delinquents. In approximately 95% of all cases, the school contributed less to the child's knowledge of sex than did his playmates. It is very probable that information obtained from chums and close friends will have emphasis upon the sensual side.

The questionnaire showed that 100% of the high school graduates are of the opinion that more should be taught about sex in

the secondary school. This unanimous opinion indicates that the majority of the students would accept the information given by the high school over what they would pick up from less reliable sources.

Can we not conclude that the high school graduate would be socially more secure if he had received more sex instruction?

Lack of Proper Instruction

Lack of proper or adequate sex instruction is responsible for a high percentage of the cases of mal-adjustment due to sex. A contrast was noted in the amount of sex instruction received from parents by delinquent girls and that received by normal girls. For the latter, parents were a common source. Unfortunately it was found that parents fail to educate sons or daughters in sex, a fact which again points a finger of responsibility toward the school. Since the questionnaire showed that many students will go to library books for information, perhaps as a temporary solution of the problem we can put the right books in the proper places.

The high school graduates wished particularly to know more about the influence of individual sex practices, the physical aspects of marriage, and birth control. As the majority of these young people will be married within the next few years, it seems that we should give them the facts while they will listen to their elders and curiosity will not lead them to question "older friends."

It was interesting to note that normal adolescents apparently obtained practically none of their sex information from radios, newspapers, or advertisements. It is unfortunate that no similar data could be found for abnormal adolescents.

A great many comments written in on the questionnaire and a multitude of individual case-studies all indicate that the high school should do something about sex instruction.

IN summary, the study indicates that lack of information and mis-information seem to be responsible for most sexual mal-adjustments. Therefore, normal adolescents should be taught more about sex, and it is the duty of the high school to give this instruction. There should be women and men advisors in the school to whom the girl or boy could go with confidence for help in solving personal sex problems.

This study did not reveal what information should be given at various age levels, but the 18-year old adolescent should have an understanding of:

1. The fundamentals of sex.
2. The influence of individual sex practices.
3. Proper boy-girl relations.
4. The physical meaning of marriage.
5. The meaning of birth control.

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— Teacher's Reader-Manual

DOWN OUR STREET — First Reader

— Preparatory Book
— Teacher's Reader-Manual

Second-Year Program

WE GROW UP — Second Reader

— Preparatory Book
— Teacher's Reader-Manual

Third-Year Program

WIDE WINGS — Third Reader

— Preparatory Book
— Teacher's Reader-Manual

GENERAL MANUAL, By Arthur I. Gates. General methods, principles, and objectives of teaching the Primary Books of The New Work-Play Books; does not duplicate the page-by-page teaching instructions of the Teacher's Reader-Manuals.

THE MACMILLAN COMPANY

350 Mission Street
San Francisco

STATEWIDE NEWS ITEMS

CORRESPONDENTS FROM THE SEVERAL SECTIONS
CONTRIBUTE TO THIS NEW DEPARTMENT

Central Section

*Collis M. Bardin, Vice-Principal,
Washington Union High School, Fresno*

AT the February meetings of Councils of Central Section and Classroom Teachers Department, much time was devoted to consideration of pending legislation.

G. L. Aynesworth of Fresno, State President of the School Trustees Association, expressed the hope that trustees may some day again be included in the annual institutes, as they were during the early years in California.

The need of more state aid for visual education was discussed briefly.

The Classroom teachers are planning a study of the migrant school problem in the section. They also considered possibilities of cooperation with the School Employees Association.

Plans are being laid by the Classroom Teachers Council to aid in the organization of groups of teachers with common interests wherever need for such organization may exist within the section. Any groups wishing this assistance should write to their local representative or to President Clyde Quick of Chowchilla.

All groups concerned are actively pressing for improvement of institutes in this section next fall. While no official action has yet been taken, teacher sentiment seems to be forming quite clearly behind two propositions; a one-day general session with an improvement in the calibre of the speakers, and more local, sectional, and interest-group meetings, scattered throughout the year, to fulfill the balance of the requirement. In Fresno County a plan similar to this, proposed by Assistant Superintendent L. P. Linn, includes the novel feature of making each high school faculty responsible for one session open to all the teachers of its district.

Fresno County high school principals now have a committee of five cooperating with Superintendent Edwards. On the advice of this committee meetings are being called in Fresno of the English and of the social science teachers of the county, to consider problems of teaching in their respective fields.

Fifteen high schools and three junior colleges were represented in the First Annual Radio Play Tournament when they presented 15-minute dramas before the microphone of Fresno State College University Street Playhouse, February 7 to 11. Director John W. Wright of the Playhouse

and Joseph King believe this to be the first contest of its kind ever to be held in the United States.

Four schools competed each day. The second place winner of each group presented its drama over KMJ that same evening. The first place winners of each group met Saturday evening in the contest for the sweepstakes trophy. Judges were selected from a group of speech education authorities who were meeting in Fresno for conference.

Radio dramas were selected from material sent out by Fresno State College. original skits, written by directors and students, and adaptations by teachers and students of published plays and stories.

Roosevelt High School of Fresno, presenting *When The Sun Rises*, took the sweepstakes trophy. Elizabeth Bruce Kircher directed.

Taft Junior College, competing with Reedley and Modesto Junior Colleges, won first place in the college division, presenting *My Face Before You*, directed by Raleigh A. Borell.

First place in class B was taken by Lindsay High School; in class C, by Orestimba High School of Newman.

Other schools competing were: Laton, Colalinga, McFarland, Kerman, Mariposa, Gustine, Schneider of Stockton, and Reedley.

More than 312 persons took part as members of casts, production staffs, and directors. Many appeared before the microphone for the first time. Director Wright said he considered the tournament a success and that the University Street Playhouse will be host to high schools and colleges again next spring.

Ripon Grammar School, San Joaquin County (Harry Knopf, supervising principal), with enrollment of 235, boasts of three splendid musical organizations,—a 58-piece orchestra, a 40-piece band, and a school choir of 80 members. Chester W. Mason Jr., music instructor, Ripon High School, is director of these groups.

Ripon schools, both high and grammar, for several years have featured band, orchestra, violin and piano music. The students have responded by winning high honors in several state and district contests.

Sixty-five affiliated student home economic clubs of the state will hold their first state student club meeting at Fowler Union High School, April 22, with Central Section of California Home Economics Association as hostesses. Panel discussions and reports from representatives to national meetings will be features of this meeting. Central Section is also entertaining the state executive council of Home Economics Association at a meeting at Hotel Johnson in Visalia, April 6, 7.

Chaffey Auditorium

AN adult education program reached a new point recently when the new auditorium at Chaffey Junior College and Chaffey Union High School was dedicated. The exercises were held on the 56th anniversary of the dedication of the original college building by the founder, George Chaffey.

The auditorium is planned, not only for student use, but also for community enjoyment. Chaffey wishes to make it possible for all people in the district to enjoy a *People's College* in the larger sense. With this new auditorium it hopes to make it possible for them to meet for those social and patriotic advantages which will bring new opportunities for the future: instrumental and vocal concerts, dramas, educational moving-picture entertainment, and community meetings.

The architecture, of an adapted Mexican colonial type, brings an atmosphere of early California in both design and decoration. The building, class A construction, of structural and exposed reinforced steel, is fireproof throughout. Its structural design conforms to the latest earthquake-resistant standard now being generally followed throughout Southern California. Its dimensions are approximately 215 by 150 feet; cream stucco, with red tile roofs on the north and south arcades.

The building is divided into the main auditorium, which seats 2400 with balcony, and three levels of offices, lounges, classrooms, wardrobe-room, green-room, dressing-rooms, and storage-space. The auditorium is decorated in turquoise blue and gold, with ceiling mural. Stage curtain is gold damask; carpet, teal blue; deep maroon velvet-covered seats.

Sound and projection equipment is complete. The ceiling is finished with special acoustic plaster and the room is planned for the correct reproduction of choir and instrumental music. The Austin organ, used in the old auditorium which was razed, is of three-manual design with swell, great, and choir divisions. Stage and lighting equipment is complete.

(Please turn to Page 33)

* * *

D. C. Heath and Company have brought out a noteworthy revised edition of *Our Changing Social Order*, by Gavian, Gray and Groves. A. A. Gray is head, department of social science, Berkeley High School. Dr. Groves is research professor of sociology, University of North Carolina. Ruth Gavian teaches in the College Preparatory Schools for Girls, Cincinnati.

The revised edition, retaining all of the admirable features which made the earlier edition so popular, has been brought thoroughly up-to-date. Charles H. Rinehart, instructor in American Democracy, Anaheim Union High School, receives special tribute.

CTA HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1939 IN CALIFORNIA TEACHERS ASSOCIATION. FURTHER LISTS WILL APPEAR IN MAY

Southern Section

School Systems enrolled 100% for 1939—West morland, Glendora, Claremont, Compton Elementary, Clearwater Elementary, Covina, Baldwin Park, El Monte Elementary, Rosemead Elementary, El Segundo, Bellflower, Hawthorne, Hermosa Beach, Manhattan Beach, Palos Verdes Estates, Ranchito, Redondo Beach, South Pasadena, Whittier Elementary, West Whittier, Garvey, San Gabriel, San Marino, Brea Elementary, Garden Grove Elementary, Buena Park, Fullerton Elementary, Westminster, Laguna Beach, Costa Mesa, El Modena, Santa Ana, Tustin Elementary, San Jacinto, Upland, Ontario, Needles, Redlands, Victor Valley High School District, Santa Maria, Corona, National City Elementary.

Los Angeles City—Fries, Gates, Compton Avenue. U.C.L.A. Elementary School.

Imperial County—Calxico, Dool; Calipatria Elementary.

Inyo County—Owenyo.

Los Angeles County—Alambra, Fremont; Claremont Schools.

Orange County—Garden Grove Elementary Schools.

San Bernardino County—Big Bear Lake Elementary, Etiwanda, Los Flores, Midway, Warmspring, Yucaipa.

San Diego County—Julian High School, Rincon.

San Diego City—Pacific Beach Junior High School, John Adams Elementary, Balboa, Birney, Luther Burbank, Central, Chollas, Edison, Emerson, Euclid, Florence, Franklin, Fremont, Grant, Hamilton, Jackson, La Jolla, Lincoln, Loma Portal, McKinley, John Muir, Ocean Beach, Ocean View, Pacific Beach, Rest Haven, Sunshine, Valley View, Vaulain Home.

Ventura County—Montalvo.

Northern Section

Amador County—Ione Union Elementary, Ione High, Sutter Creek Elementary, Sutter Creek High.

Lassen County—Ash Valley Emergency. Siskiyou County—Yreka Elementary.

Sacramento County—Arcade, Arden, Bates Joint Union, Carmichael, Del Paso Heights, Dillard, Elder Creek, Excelsior, Fruitridge, Isleton Union, Jefferson, Laguna, Ney, North Sacramento, American River, Ben Ali, Pacific, Reese, Rio Linda Union, Robla, South Sacramento, Union, Wilson, Grant Union High.

Butte County—Atkins; Bidwell; Clear Creek; Durham Elementary; East Gridley; Messilla Valley; Morris Ravine; Mt. Spring; Burbank School, Oroville; Richvale; Shasta Union; Union; Yankee Hill.—Jay E. Partridge, Oroville.

Laidlaw Brothers, publishers, are issuing a social studies series, *Our Developing Civilization*, first volume of which is *Fundamentals of Citizenship*, by Blough and McClure.

For use on the secondary level, the series stimulates the pupil's interest in social studies and aids him to meet the complexities of modern life. *Fundamentals of Citizenship* is planned particularly to give him an understanding of his relationships to his ever-expanding circle of interests; 450 pages, with many illustrations.

Community Youth Survey

HOW to Make a Community Youth Survey is a 50-page pamphlet just released by American Youth Commission in the Studies Series of American Council on Education.

The pamphlet, prepared by M. M. Chambers and Howard M. Bell of the Commission staff, tells briefly the purposes served by such surveys, the essential preliminary steps, and in some detail the methods of collecting information, and of tabulating,

analyzing, and publicising the results.

Among the many topics covered in the pamphlet are the organization of the survey staff, sampling and interviewing young persons, editing and coding the responses, and writing the report. Address the Commission at 744 Jackson Place, Washington, D. C.; 25 cents.

Almanac for Thirty-Niners is a compilation of useful information, historical tidbits and outrageous fancy for every day in the year 1939. It also contains the official calendar of events for the 1939 World's Fair on Treasure Island.

National Conference on Student Participation in School Administration will hold its 9th annual convention of student officers and advisers July 3-6, in connection with N.E.A. meetings in San Francisco.

For details address C. C. Harvey, executive secretary, National Association of Student Officers, 5732 Harper Avenue, Chicago. Mrs. Claire L. Epler, girls vice-principal, Luther Burbank Junior High School, Los Angeles, and Charles A. Simonds, director, counseling and guidance, San Francisco, are members of the national steering committee.



NATION'S coal pile, according to the best estimates of our total resources, is 3,700,000,000 tons—enough to cover the state of Ohio to a depth of 76 feet. The seriousness of our wasteful use of this valuable fuel and present-day methods of conserving it are presented to junior high school pupils in the new *INTERPRETING SCIENCE SERIES*, by Franklin B. Carroll.

CIVILIZATION brings complications, but it is estimated that over 1200 languages were once spoken in America.

NEWTON, a pioneer in the study of light and color, would have prized *THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS* for its page which accurately shows the Solar Spectrum and Color Charts in color. Your pupils will make good use of it and the accompanying page of concise information which makes clear the principles of hue, color value, and color intensity.

LURED by promises of roast beef and mutton instead of their native herring diet, Flemish weavers first migrated to England and started a great industry.

ALL EYES were on Cleveland this year when the A. A. of S. A. Convention was in session. Language teachers have long looked to the Cleveland Plan of Teaching Modern Languages as the great advance. Have you seen the *WINSTON Cleveland Plan* textbooks in Spanish and French?

REFRIGERATOR cars have moved over American railroads for 70 years.

"LAW in its essence is simple; in its application, multifarious." At last there is a text in business law for high schools—*BUSINESS LAW FOR EVERYDAY USE*—which presents the subject with justice to this aphorism. This new book, with its many pictorial and verbal illustrations and over one thousand practical cases, makes a live and stimulating study of the law.

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TEACHER IS CENTRAL

IT IS FINALLY UP TO THE TEACHER

Ivan H. Linder, Principal, Palo Alto Senior High School, Santa Clara County

REFORMS in public education seem to come in quick succession, as each movement is replaced by another equally promising and, finally, almost equally discouraging to those who have launched them.

During recent decades America has been busy building bigger school buildings, spreading the school program to include more activities, and continually offering more services to the student.

We have created and refined specialized services in our schools until the retinue of officers existing in a school may give the suggestion of the Mexican army, all officers and no privates.

The phenomenal growth of our schools has not been equalled by anything unless it has been the boundless energy with which we have set up the machinery of education. The size and intricacy of the machinery is not so much at fault, as is the habit of mind which somehow puts so much faith in each separate movement going on in the name of education.

We must at least accord the administrator the compliment of being restive under the inadequate results produced by this machinery of education.

Most school executives know that when they are dealing with buildings, business management and budgets, they are only running a necessary interference for those engaged in the more fundamental processes for which schools were created.

That they have often made the mistake of seeking to correct the defects of existing machinery by creating more is quite natural. So long as they do not commit the error ascribed to political units who are said to be forever adding new services but never discontinuing the obsolete, we shall not be in danger of creating a top-heavy hierarchy of administration.

Administrators are studying now as never before the processes of education to separate the chaff from the wheat. Often they work only with minor officers in the vain hope that ultimately the good plans will somehow reach down to the fundamental

germinating spot of all educational reform — the Classroom.

We do make progress in our schools, though it cannot be measured by the advance of educational theories or even the reflection of these in the plans and organizations of our administrative staff. Though the classroom teacher shares in part the comprehensive purpose of our educational theorists and the administrator's widened sense of responsibility for the school, much of this is slow to affect the practices in the classroom.

If we are to be realistic in our appraisal of educational advance, we must recognize the Classroom Teacher as the greatest common divisor of all educational planning. The theorist may assist us to vision new territory to be conquered; the administrator may chart our course; but it is only the classroom teacher who is in a position to move in and occupy the territory.

But the classroom teacher has become a bit allergic to reform. She has been "taken in" before. If she has taught for a decade or two she passed through as many reform epidemics as the growing child of a generation ago had childhood diseases. Though each one was regarded as a crisis at the time, when we look back on them we have come somehow to regard them as a part of the necessary evil of growing up.

Was it the project method? Here was something new! By the time her neighbor teachers had renamed all their old practices in terms of the new method, she suddenly realized that she had been "projecting" for years and need change nothing but the name to be up to date.

Was it the standardized test? Here was something that she could use! All she had to do was give the tests to the students. Teachers have never been opposed to innovations that somehow shifted the burden of being to shoulders of their charges.

Grading the papers and drawing graphs and hallucinations about the causes of the defective work seemed somehow quite in-

timately related to what she was paid for. But she studied her graphs, filed them and opened the book to dive once more into the comfortable waters of familiar subject-matter.

The history of educational reform unfortunately could be rather simply written. The plans are generated at conventions and institutes, they breeze through the administrative offices, they sprawl on the bulletins and they flatten out in the classroom!

But why does this have to happen? I don't know the answer, but I rather suspect that we haven't taken the teacher in on the planning function quite enough while the plans were germinating. We have waited until they were in full bloom and wondered why they were never brought to fruition in the classroom.

Enchanting Distances

Distance lends enchantment. In this case the distance is from the educational job which, strange as it seems, cannot be accomplished except where teacher and pupils meet in conditions supposed to constitute an educational environment. There is such soothing freedom of educational thought, not unmixed with pure imagination, when the thinker is not faced with 30 squirming youngsters.

There is the fly in the ointment of our reform. The students do come to school and they have no respect for anything they cannot understand, least of all what the teacher herself seems to imperfectly understand.

The students come to know when the teacher is in the throes of a reform epidemic. They rest as complacently as possible while the fever mounts toward the climax. What a relief when she breaks out in a sweat and assigns a good old specific lesson!

But I do not mean to imply that when education is finally up to the classroom teacher we should despair of all progress. Teachers build up a defense against educational reform talk because they have to do it. Otherwise they would be in a state of mind only fit for an institution for the incurable.

Just as inoculation is a method of injecting poison in small doses no faster than the system can absorb it until the organism has built a defense against an overdose, so our educational reform talk has itself provided the teacher with ample protection against too much of it.

Our average teacher is a serious individual quite realistically bent on doing the best possible for the children in her charge. She is too literal at times and may trample opportunity under foot, not sensing the larger possibilities of her task.

But we have driven her to deal with the

United States National Park Service, Region Four, (which includes California) has headquarters at 601 Sheldon Building, San Francisco; Frank A. Kittredge is regional director. A mimeographed news-bulletin is issued, which is of practical service to all people interested in the many national parks throughout California and the West.

externalities of education by producing in her mind a sort of bewilderment as to what we expect. She has at times developed no mean ability in doing the same old job in the old and familiar way under the newest nomenclature of education.

As the spearhead of educational progress the teacher needs understanding and help; she does not need long-range preachment and advice.

If she sleeps or knits through institute or during the principal's talk at faculty meeting, remember she has been through a long campaign and believes she has heard everything the speaker could possibly be saying.

She has the addict's protection against small shocks. She knows from experience the muscle-twitch of reform-fever and the fascinating lure of high temperature vision!

But she still believes her part in education has to do with what boys and girls do under classroom conditions and that she can best affect their futures by thinking in terms capable of being reduced to classroom dimensions.

We cannot have too much fundamental thinking about the task of education but it must be based upon a comprehensive understanding of the task faced by teachers under conditions of mass education.

WE need better trained teachers and we will always need them. The concept of teacher-training grounded in the belief that teachers may be wound up during a brief training-period for continual service under any and all conditions is a childish notion we must outgrow. No matter how well wound up they do run down!

We need training during service, but it must be individual to be intelligent. It must be sympathetic to be sufficient. When it takes on the very aspects of mass teaching it is designed to correct, it will be as futile as no training at all.

To do this training on the job should be the next and most important task of education. It will require leadership of the first order, but not a leadership that imports ideas so much as one which generates its direction by modifying the values already existing in the minds of the classroom teacher. It is a cooperative undertaking and must be shared by all who are expected to profit from it. Moreover, the resulting plans will reach down to the boys and girls.

We have all been to the circus, if for no other reason than to take the children. Now "taking the children" comes near being what I started out to write about. But back to the circus, we know the difference between what the barker tells us is going on inside and the real show in progress under the big tent.

We expect to be fooled a little. We know

the show cannot possibly prove all it is cracked up to be. Let us not be misled by the barker or taken in along with the tickets.

We must reserve our opinion of the show until we have pushed on inside where the debonair little performer is trying hard to carry on her tight-rope act, distracted somewhat by the fanfare of the platform but determined to satisfy the customers!

* * *

Silver Burdett Company recently have issued two beautiful and noteworthy books for children: 1. Unit-Activity Reading Series, Character and Play, by Smith and Heinz, an additional pre-primer; 2. Olaf and Anne, Children of the Northland, by Olcott, stories of Norway, for grades 4 to 6.

* * *

Growing in Citizenship, by Young and Barton, a massive, basic, modern secondary text in Civics, is published by McGraw-Hill Company; 880 pages, with many illustrations.

Characterized by richness of content, by clarity of expression, and by care in organization, this text provides integrated units adaptable for varied uses.

Student Court

*Genoveva G. Johnson, Teacher,
Copperopolis School, Calaveras County*

FACE to face with his other self,
The tiny culprit stands,
Aghast, afraid, defiant.

His fellow-beings press him round,
"Whatever made him do it?"

"What shall we do with a boy like this?"
His turn-coat teacher questions.

Fore'er forgot the trivial deed.
Looms round him now his social need.
Blinded by the pitiless glare —
Forsaken, — stripped — standing bare,
He gropes, and touches flame.

Pariah!

The brand burns deep —
A scar for life.

The Good are cruel!

* * *

*Digest of Educational Legislation, 1939
California Legislature, a bulletin, is available
upon request at C.T.A. headquarters, 155
Sansome Street, San Francisco.*

Elwell-Zelliot-Good PERSONAL AND BUSINESS RECORD-KEEPING

A first-year course that shows the student how orderliness and accuracy in his personal affairs can be profitably carried over into his business and professional life. *Motivation is personal*, although more than two-thirds of the course is devoted to business bookkeeping.

Each chapter is an interesting and stimulating unit, with previews, summaries, and ample exercise material. There are three short practice sets. Illustrations include photographs and business forms in color.

Personal and Business Record-Keeping, \$1.72. Brief Course (semester course), \$1.32. Blank Books for Sets I, II, and III, \$0.56. Blank Books for Set II, \$0.40. Business Papers for Set II, \$0.92. Timesaver (a workbook), \$0.80. Objective Tests, Teachers' Manual, and Teachers' Key available. Prices subject to discount.

GINN AND COMPANY

45 SECOND STREET

SAN FRANCISCO, CALIFORNIA

INDUSTRIAL EDUCATION

CALIFORNIA INDUSTRIAL EDUCATION ASSOCIATION

Will C. Mathews, President; Supervisor of Industrial Education, Oakland

THROUGH its News Notes, section meetings, and state conventions, California Industrial Education Association has become a functioning organization.

It is made up of vocational and industrial arts teachers, some of whom teach in both fields. Its chief purpose is to provide opportunities for these shop-teachers to work out collectively the many problems that confront them today.

Industrial arts and vocational education have much in common, but their differences are clearly defined. In fact, it has been one of the objectives of the Association to define more closely the respective purposes of these two important branches.

Industrial arts is trying to fit more consistently into the pattern of general education, while vocational education is endeavoring to function more and more efficiently in the occupational adjustment of youths and adults.

Industrial Arts a Part of General Education

Teachers of industrial arts are confronted, as are teachers of other subjects, with the problem of having to emphasize exploratory, cultural, and social values along with their teaching of fundamentals. To the industrial arts teachers, fundamentals mean basic tool skills, processes, and drawing. In just so far as they are able to provide, along with the teaching of these fundamentals, exploratory experiences and opportunities for social growth, they are modernizing their shop program.

Sticking doggedly to the old formalized, discipline type of shop-teaching, with its emphasis upon vocational skills, nowadays brings nothing short of ridicule and a surplus of tabourets!

On the other hand, to cast this aside merely because it is old-fashioned and to plunge into an unorganized pupil-fancy type of shop keeping brings only chaos and confusion. It is problems like these that give C. I. E. A. an opportunity to keep alive and active.

Industrial arts has to provide pleasing and worthwhile experiences for every boy in the school. It has to fit its program to

the individual ability, aptitude and interest of these boys. It obviously then has to have a flexible program.

The old courses-of-study have had to be reorganized and then used only as a guide for the teacher. Vocational proficiency as an objective has had to give way, somewhat, to general cultural values. While proper methods of using tools and materials are taught much as they always have been, time is now allowed the pupil for exploring, experimenting, and creating.

An appreciation of form and good design has had to be developed. Habits of good citizenship in working with others and experience in assuming responsibilities as members of a group, can not be overlooked.

Opportunities for self expression and making decisions for oneself have had to be provided.

And with all this, some time had to be allotted the pupil for learning something about the story of woods and other materials, the workings of industry, and the history and romance of tools. Where else in the school can all these things be accomplished more easily than in an attractive, well-equipped shop, where pupils are allowed reasonable freedom, and the teacher is sympathetic towards modern ideas of education?

Through C. I. E. A. the industrial arts teachers of California are trying to make all this common throughout the state.

No one is claiming that industrial arts have arrived, but it is fair to claim that definite progress has been made. Many illustrations could be given to show the changes that have taken place in California school shop programs. One or two such illustrations will have to suffice.

1. In the past, men well-qualified for vocational education, but with inadequate training in the philosophy of industrial arts, were hired to teach industrial arts. Today, four years of teachers college training in this field are required to earn the industrial arts credential.

2. The unit shop, sheet-metal for example, was given in the past as industrial arts, but in reality it was taught as a trade course.

Today this unit shop has been broadened out into what is known as "general metal." In the general metal shop, building-trade projects have been replaced with projects which are of natural interest to boys. Work in art-copper, jewelry, metal-casting, and ornamental iron have been added: boy scout reflector-ovens, model boats, and useful tools have replaced complicated off-set

elbows, cornice sections, and sky light frames of the building trades.

TO give the reader some idea of what representative teachers in California are thinking about industrial arts, the following sample statements of objectives prepared by them are given:

1. Industrial arts satisfy that innate desire in every youth to construct something with tools and materials.
2. It offers an interesting field of possibilities for the development of worthwhile leisure-time pursuits.
3. It keeps alive the joy and satisfaction in craftsmanship and good design in the machine age.
4. It develops a reasonable degree of skill in the use of hand tools and machines which may function now and later on in an avocation and even as a foundation for later vocational training.
5. It gives the student an opportunity to find himself; to develop self confidence and in many cases to experience success when he might not excel in other school subjects.
6. It increases the boy's general interest in school life and provides a practical method of making more clear to him some of his other school subjects.
7. It increases the students general information and understanding about the industrial age in which he lives.

Vocational Education a Specialized Training

So much good can be said about the development of vocational education that only the high lights can be mentioned here. When the confusion that mixed industrial arts and vocational education had been cleared away, we find a clearly defined program of vocational education in full sway in California. Teachers in this field are more highly trained than ever before. The active cooperative relationship between labor, the employer, and the school has been developed into an efficient working system. Vocational teachers are keeping in closest contact with the industrial field so that they will be able to teach prevailing occupational standards.

The teachers are measuring their own efficiency by the pupils mastery of vocational skills and employable assets learned. Placement and follow-up of trained students have become vital; in fact, accepting the responsibility of helping the youth adjust himself to his wage-earning job has become the dominating feature in the California program of vocational education.

In the past the vocational teacher "graduated" his pupil, turning him out into the industrial world with the school's blessings and left him to shift for himself. Today he is followed up on the job, and, through a working agreement with the industrial men, the apprentice is brought back into the evening school to get further training and

guidance at the time he needs it and can use it.

Vocational education has become specific and highly specialized. Young people are encouraged to stay in general education as long as they reasonably can before entering upon this highly specialized training. They are then selected according to their qualifications to meet the requirements of a particular trade. The training they receive is based upon an analysis of that occupation.

Schools are getting away from the former practice of using vocational courses as a dumping-ground or for general educational purposes. Industrial arts in all of its courses is supposed to adapt its training to meet the ability of the individual pupil, but vocational education has to insist upon the pupil's meeting a rather rigid program of instruction which is dictated by actual requirements of industry itself.

To assume that any pupil, regardless of his ability, can become an electrician or machinist is not facing facts. However, since there are occupations requiring less technical ability, vocational education can also provide training for pupils of less ability. In either case the courses are or should be separate and specific.

C.I.E.A. Convention . . . Oakland

INDUSTRIAL arts and vocational education teachers from all over the state will attend the 1939 annual convention of California Industrial Education Association, Oakland, May 6.

At the general assembly the now famous Saturday Morning Choir will sing. This choir is made up of 200 well-trained boys and girls under leadership of Glen Woods, supervisor of music, Oakland. This will be followed by a presentation on Modern Trends in Vocational Education by Harry A. Tiemann, director of vocational education, San Diego, and Industrial Arts Steps Out by Claude E. Nihart, supervisor of vocational and practical arts, Los Angeles.

A well-arranged display of equipment and supplies by commercial firms has been provided for. An interesting luncheon program at Hotel Oakland will be followed by an afternoon of section meetings. Conferences will be held on the teaching of the following subjects: Radio service, welding, trowel trades, general metals, electricity, printing, mechanical drawing.

Special features will be emphasized in unique presentations covering: lapidary work, metal casting, archery, boat building and sailing, skis, toboggans and sport equipment, plastics.

On Saturday night and Sunday, Treasure Island with all its attractions will be visited by all those who can stay over.

Dorothy Webster, member of Chaffey Union High School Spanish department, is on sabbatical leave, touring Central and South America. Miss Gilberte Gatignol is filling Miss Webster's place. During the fall semester, Miss Gatignol taught the French classes of Katherine Hyde at Chaffey Junior College. Miss Hyde, during her six-months leave, studied in France.

* * *

Red Bluff Union High School board of trustees grants sick-leaves to members of the faculty. Robert R. Hartzell, district superintendent, states that a maximum of ten days in the school year is provided.

Harrison and Company

New Firm of Educational Publishers

HARRISON and Company, a new firm of educational publishers, Columbus, Ohio, has as its executives O. Dee Harrison and John W. Swartz. Mr. Swartz has made several trips to California on textbook matters. They announce publication of Senior Spelling and Junior Spelling by W. S. Guiler, Miami University, Oxford, Ohio. How to Land a Job and Get Ahead, is a timely, helpful case study, stressing the successful methods of getting a job, and prepared by E. E. Lewis, Ohio State University.

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In Memoriam

Leah Adams Louys began her teaching in Tucson, and there met and married Frank Yale Adams, president of University of Arizona. After the death of Mr. Adams, she resided in Montebello, California, and was Mother Matron of the Eastern Star. Her last teaching was in Garfield High School, Los Angeles, where she made many true and lasting friends. Her daughter Lorraine Brode, teaches in Montebello High School.

Mrs. Rachel Watson, beloved teacher in Tuolumne County Schools for almost half a century. For the past 38 years she taught in Sonora Grammar School and for 30 years was vice principal there.

A pioneer teacher, Alice White David, graduated from San Jose State Normal in 1876 and taught at Merced, San Francisco, in Orestimba district in Stanislaus County, Selma, and Alameda. She recently passed away at her home in Lodi. The sketch of her life and appreciation of her beautiful spirit, given at the services by one of her grandsons, Leon M. David, assistant district attorney, Los Angeles, appeared in Lodi News-Sentinel.

Among the deaths of California teachers was that of Esther F. Dodge, who had

made her home for some years in Berkeley. A graduate of Oberlin College, she taught for four years in Akron. She had taught in Arizona and Nevada high schools, and in Jamestown, Kerman, and other California high schools.

Selden C. Smith

HIS many friends in school and college work will learn with regret that Selden C. Smith, Pacific Coast Manager of Ginn and Company, Publishers, recently passed away at his home in Berkeley after an illness of nearly eighteen months.

Mr. Smith came to California soon after his graduation from Dartmouth College in 1897. He became Pacific Coast Manager of Ginn and Company in 1905 and was made a member of the firm in 1909. He was probably in active service in the textbook business for a longer period than any other man on the Pacific Coast.

In addition to his many years of successful work in his own business, he was vitally interested in civic and educational affairs. For eight years he was a trustee of Mills College. He was a former director of East Bay Municipal Utility District and a director of Berkeley Community Chest, acting as chairman of its campaigns a number of times. He was also a member of Berkeley Charities Commission and a trustee of Berkeley Y.M.C.A. He was a generous con-

tributor and worker in all movements to benefit Berkeley.

He was also a member of Bohemian Club, Commonwealth Club of San Francisco, University of California Faculty Club, and many other organizations.

He is succeeded in the San Francisco office of Ginn and Company by F. A. Rice, also a partner in the firm and his associate for many years.

James N. Gardner, president, California Teachers Association, Northern Section, has appointed a committee of teachers and administrators to organize and direct professional conferences for study of material prepared by N.E.A. Policies Commission.

Leo B. Baisden of Sacramento is general chairman. Membership follows:

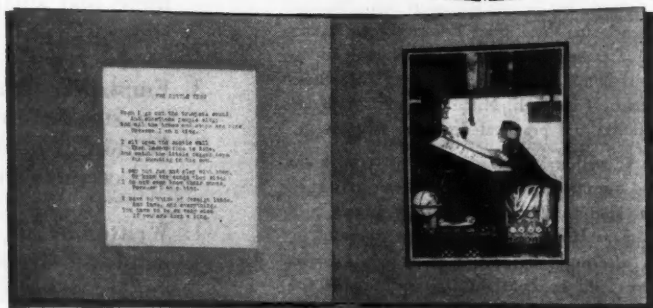
Wallace A. Wilson, Jackson; Charles Herrington, Gridley; Irwin Futter, Oroville; F. F. Martin, Chico; Chester L. Hoar, Oroville; G. J. Davis, Angels Camp; Sadie V. Ash, Colusa; Robert Ramsey, Placerville; Mrs. W. H. Walker, Willows; Wallace C. Mass, Susanville; Mark Smith, Alturas; Elmer Stevens, Grass Valley; Eugene Benedetti, Roseville; Michael Nugent, Jr., Greenville; H. E. Winterstein, Sacramento; James Callaghan, Sacramento; W. S. Howe, Jr., Sacramento; Lawrence Harper, Anderson; Mrs. Laura M. Johnson, Downieville; George F. Algeo, Yuba City; J. P. Benjamin, Red Bluff; Dean Smith, Sacramento; Dr. W. S. Bloom, Marysville.

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(Continued from Page 16)

for the establishment of child guidance clinics, diagnostic schools, individualized attention, psychological testing and psychiatric services. There is need for drill and discipline in duties and obligations; there is need to inculcate self-reliance and impress the worth of character. There is need for the development of continuation schools and vocational guidance, coupled with recognition of the fact that many children are not abstract learners but gain knowledge and skill by doing."

The Association Yearbook was devoted to the small school system. In connection with its presentation, the most colorful feature of the entire program was a special number entitled *The Village Revue* staged by pupils and young people in the rural community of Amherst, Ohio, population 2800.

Payson Smith, former Commissioner of Education, Massachusetts, was recipient of the 1939 American Education Award, presented by the Associated Exhibitors.

Included among the speakers were 44 California educators. It is not possible to obtain the names of all those who attended from California, but among those in attendance were:

Pansy Jewett Abbott, San Mateo; A. K. Allen, San Francisco; John J. Allen, Jr., Oakland; Sadie V. Ash, Colusa; Walter Bachrodt, San Jose; Edna W. Bailey, Berkeley; G. Derwood Baker, South Pasadena; Lucile Batdorf, Oakland; Elizabeth Bates, Los Angeles; Bernice Baxter, Oakland; Roy J. Becker, Los Angeles; John H. Beers, San Francisco; A. A. Belford, San Francisco; Raymond Bell, Stanford Uni-

versity; William F. Benedict, San Francisco; Robert L. Bird, San Luis Obispo; Frank E. Bishop, Corona; John F. Brady, San Francisco; John Brannigan, Redlands; George C. Bush, South Pasadena.

Verna A. Carley, Stanford University; William G. Carr, Washington, D. C.; R. D. Case, Salinas; Mr. and Mrs. L. E. Chenoweth, Bakersfield; Idella R. Church, Rio Vista; Glen E. Cline, Pasadena; A. J. Cloud, San Francisco; Roy W. Cloud, San Francisco; A. S. Colton, Oakland; Floyd S. Cooley, Taft; Arthur F. Corey, Los Angeles; Charles R. Crooke, Mountain View; Percy R. Davis, Santa Monica; Walter F. Dexter, Sacramento; Virgil E. Dickson, Berkeley; Ruth Edmands, Colusa; B. F. Enyeart, Burbank; William F. Ewing, Oakland; S. R. Fitz, Garden Grove; Willard S. Ford, Glendale; Eleanor Freeman, San Mateo; Mary E. Frick, Los Angeles; George H. Geyer, Westwood; Mr. and Mrs. Willard E. Givens, Washington, D. C.; G. T. Goodwill, Needles; Arthur Gould, Los Angeles; A. D. Graves, San Bernardino; R. E. Green, Fullerton; Earl G. Gridley, Berkeley.

Aymer J. Hamilton, Chico; D. K. Hammond, Santa Ana; Paul R. Hanna, Stanford; Stanford Hannah, Taft; John W. Harbeson, Pasadena; Frank W. Hart, Berkeley; C. O. Harvey, Brea; Helen Heffernan, Sacramento; Walter T. Helms, Richmond; Frank A. Henderson, Santa Ana; Walter R. Hepper, San Diego; John Heywood, Pasadena; Helen Holt, Alameda; Sam D. Horning, Pasadena; Mr. and Mrs. Osman R. Hull, Los Angeles; E. W. Jacobsen, Oakland; James A. Johnston, Alcatraz; Harry W. Jones, Piedmont; M. G. Jones, Huntington Beach; A. E. Joyal, Denver; Grayson N. Kefauver, Stanford University; Vierling Kersey, Los Angeles; W. Harold Kingsley, Los Angeles; Bertha C. Knemeyer, Elko, Nevada; Mrs. L. Olson Knezevich, Los Angeles; E. Kratt, Fresno; George C. Kyte, Berkeley.

Mr. and Mrs. R. E. Laidlaw, San Francisco; W. H. Laidlaw, San Francisco; Lillian A. Lamoreaux, Santa Barbara; Ira C. Landis, Riverside; Edwin A. Lee, New York City; Glenn L. Lemke, Pasadena; J. Paul Leonard, Stanford University; Rudolph Lindquist, Bloomfield Hills, Michigan; W. H. Loper, Honolulu; Mrs. J. K. Lytle, Los Angeles; Helen M. Lord, Los Angeles; William J. Lyons, San Diego; George Mann, Los Angeles; G. H. Merideth, Pasadena; Ben S. Millikan, Covina; Mildred Moffitt, San Francisco; John Napier, Auburn; N. P. Neilson, Washington, D. C.; Thomas L. Nelson, Bakersfield; Mr. and Mrs. John K. Norton, New York City; Kenneth E. Oberholtzer, Long Beach; C. C. Ockerman, Long Beach; George W. Ormsby, Santa Barbara; Jesse R. Overturf, Palo Alto.

Wm. G. Paden, Alameda; J. Tyler Parker, Jr., Pasadena; A. T. Paul, Riverside; E. D. Phillips, Los Angeles; Louis E. Plummer, Fullerton; Mrs. Florence Porter, Bakersfield; Gladys L. Potter, Sacramento; Walter Redford, Ashland, Oregon; Wilbur W. Raisner, San Francisco; Nicholas A. Ricciardi, San Bernardino; Holland D. Roberts, Stanford University; Mrs. Gertrude H. Rounsaville, Los Angeles.

Dr. and Mrs. John A. Sexson, Pasadena; Mrs. F. R. Shaffel, Pasadena; Albert Shaw, Los Angeles; Roy E. Simpson, Santa Cruz; A. Haven Smith, Orange; Dick Smith, Columbus, Ohio; Lewis W. Smith, Chicago; Theodore G. Soares, Pasadena; H. A. Spindt, Berkeley; Gardiner W. Spring, Ontario; W. W. Sutton, Atlanta; Ralph W. Swetman, Oswego, New York; Fletcher Harper Swift, Berkeley; Carl I. Thomas, Orange; Frank W. Thomas, Fresno; Scott Thomas, Compton; Ardella B. Tibby, Compton; Mildred Tolhurst, Pasadena; A. M. Turrell, Pasadena; Harry E. Tyler, Sacramento; Curtis Warren, Santa Barbara; Charles C. Weidemann, Columbus, Ohio; Guy A. West, Chico; R. E. White, Pasadena; B. E. Winegar, Los Angeles.

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(Continued from Page 24)

Southern Section

A vocational survey is being undertaken in Calexico, Holtville, Imperial and El Centro with the cooperation and counsel of John C. Beswick and Ira W. Kibby. The survey covers the industrial arts fields of carpentry, machine shop, auto-shop and such distributive occupations as typing, stenography, bookkeeping and accounting.

Placentia Union High School instituted this year a daily 30-minute activity period at which time the following extra-curricular clubs meet: boys and girls glee clubs, scholarship society, jazz band, commerce, yacht club, camera club, lettermen, chess, home economics, rifle, stage-craft, tennis, French, etiquette, and astronomy.

Annual meeting of School Trustees of San Diego County was held March 16, under leadership of Miss Ada York, county superintendent of schools, at the House of Hospitality at Balboa Park.

Curriculum development programs of Santa Barbara city and county schools are outlined in exceptionally attractive bulletins exhibited at the recent convention of American Association of School Administrators in Cleveland.

A drum and bugle corps of 100 girls has been organized in the five junior high schools of Compton Union Secondary District. Scheduled to make its first public appearance on Memorial Day, the corps is directed by H. L. Fiscus of Van Nuys who also directs the famous Canoga Park Girls Drum and Bugle Corps.

Upland School district, with assistance of the Federal Administration of Public Works, has under construction a new elementary school. This building is to cost \$318,000, is a complete unit including 16 classrooms, kindergarten, library, administrative offices, cafeteria and auditorium. This project includes new furniture and equipment throughout, also the landscaping of grounds and will be ready for occupancy in September, 1939.

Newhall School was found burning about two o'clock Tuesday morning, February 14. The building consisted of ten classrooms and an auditorium with a seating capacity of 340. Only three classrooms were saved. By using a cafeteria building and two other small buildings on the grounds, the school board was able to open school on half-day sessions.

Carpinteria Union Elementary and Carpinteria Union High School faculties are meeting monthly in an effort to fuse their

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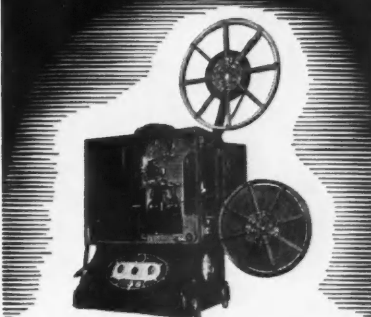


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programs and to remedy the physical and educational gap from one school to the other.

Clearwater School District has launched upon an intensive physical examination program for all of the elementary school children of the district. This work is sponsored by the parent-teacher associations and is being carried out with the assistance of local physicians who are donating their time.

A granite memorial is being erected on the front lawn of Lakeside Union School grounds in honor of Hugo Otto Marcks, who died about a year ago. He was of one of the pioneer families of the Cuyamaca foothills, and was member of the board of trustees of this school for a quarter of a century, practically all of that time being clerk of the board. He was a familiar figure in county trustees meetings, and was a member of the state association. Quiet and unassuming, he gave most of his life to community service, always alert and active in progressive educational movements. A substantial part of the funds for this memorial is being raised by the children of the school, all of whom were his personal friends.

E. W. Crosby, Jr., formerly of Reedley High School and Junior College, has been elected as music instructor for Huntington Beach Elementary and High Schools. He devotes three-fifths of his time to the elementary and two-fifths of his time to the high school. The instrumental music classes will operate through the summer months.

Santa Barbara County dedicated on April 1 one of the finest one-room school buildings in California,—Wasioja Elementary School. Cuyama School, in Santa Barbara County, has voted bonds which will make possible the early construction of another ideal one-room school.

Sidney Francis Foster, former Occidental athlete and athletic head at Manual Arts High School, Los Angeles, was recently appointed to the position of chairman of the department of men's physical education and director of athletics of Compton Junior College to fill the vacancy caused by the death of Earl Pine.

The creative work in play-writing done under the supervision of Raymond Gruner, English instructor in Huntington Beach Elementary Schools, is being produced somewhat after the fashion of the Little Theatre. Four times during the year the best of the plays which have been written by the children are produced by the children, and the community is invited to these performances.

Pomona Junior College has been chosen as one of 13 in the United States to receive aid from the Federal Government in training students in aeronautics. This program is

(Please turn to Page 38)

1939 SUMMER SESSIONS

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4 University of Oregon: Major fields—Art, Business Administration, Drama, Education, English, Languages, Journalism, Law, Library, Music, Social Sciences, Physical Education, Public Speaking. Also Sciences.

5 Portland Summer Session: The session of all the institutions, drawing its courses from the curricula of the normal schools, the University, and the College. Portland credit is residence credit in any institution.

9 Cool weather for summer study, with average July temperatures between 65 and 70 degrees. Scenery all around: lakes, forests, streams, rivers, mountains, and the Oregon Coast beaches within easy reach.

10 Registration fee is \$25, and there is no additional out-of-state fee for summer sessions. Inexpensive living accommodations on each campus, ranging from \$6 to \$9 per week for board and room.

SIXTEEN ITEMS of Information About the SEVEN SESSIONS

Authorized by
State Board of Higher
Education

1 Opening dates of regular six-week sessions: the three normal schools, June 5; the University and the Institute of Marine Biology, June 12; the State College and the Portland Session, June 19.

6 Oregon Normal School: Art, Music, Education, Psychology, English, Health, Physical Education, Science, Mathematics, Economics, Geography, History, with emphasis on the elementary school field. Special two weeks' sessions.

11 Summer School of Athletic Coaching at Oregon State College. Two weeks, starting June 19. Courses in coaching of football, baseball, basketball, track, and athletic conditioning, by members of the College's coaching staff.

14 Distinguished visiting professors at Eugene, Corvallis, and Portland, from colleges and universities in the East, the Middle West, California, and Canada will supplement the resident teaching staff.

2 Opening dates of second sessions: the three normal schools, July 17; the University, July 24; the State College, July 31. Only one session at Coos Bay and at Portland.

7 Southern Oregon Normal School and Eastern Oregon Normal School: Now offering the eight terms required for elementary certification. Advanced courses for teachers in service, in six departments and twelve subjects.

12 Summer Band, Choir, and Orchestra Institute at University of Oregon. Four weeks, starting June 19. Instruction for high-school musicians; courses and observation for supervisors, directors, and teachers.

15 Publications available: summer catalogues of University, College, Portland, and normal school sessions; leaflets describing work in Marine Biology, Art, Home Economics, Library, Industrial Arts, Special Education.

3 Oregon State College: Major fields—Sciences, Education, Home Economics, Industrial Arts, Secretarial Science. Also Art, Business Administration, English, Music, Physical Education, Speech, and Social Sciences.

8 Institute of Marine Biology: In its third year, the Marine Biology camp offers an expanded group of studies for all, from beginner to graduate student, in marine botany and zoology.

13 Clinical work in special subjects, Portland Summer Session. Speech correction, corrective physical education, remedial reading, psycho-educational clinic, children's theater, with children from Portland public schools.

16 For Preliminary Announcement, now available, listing all courses in all sessions, write Alfred Powers, Director of Summer Sessions, 814 Oregon Bldg., Portland.

University of California

TEACHERS interested in refreshing their knowledge in their chosen fields, or who wish to prepare themselves in new fields, or to qualify for teaching credentials and certificates, will find in the University of California Summer Sessions, at Berkeley and Los Angeles, a great variety of courses (in 36 academic departments) designed to fill their needs. All phases of education will be covered in a program of more than 50 undergraduate and graduate courses, in the fields both of elementary and secondary instruction.

A large enrollment is expected in the Summer Sessions, which extend from June 26 to August 4. The Golden Gate International Exposition is proving a powerful

magnet in attracting interest in the University of California Summer Sessions. Outstanding instructors from universities throughout the United States and from abroad will supplement the regular faculty.

Bulletins describing in detail the courses to be offered may be obtained from the Dean of the Summer Session, University of California, Berkeley; Dean of the Summer Session, University of California at Los Angeles.

* * *

Oregon This Summer

COMBINING vacation study with travel, hundreds of Californians, mostly teachers, attended Oregon institutions of higher learning during 1938 summer sessions.

Largest representations were at Oregon State College, Corvallis, where 121 students were from California, and at University of Oregon, Eugene, where there were 73.

To meet increasing demands for summer study, 1939 summer sessions will provide comprehensive course schedules in practically all departments of each institution.

June 12 is opening date for the 6-week sessions at University of Oregon and for Institute of Marine Biology near Coos Bay, while classes begin on June 19 at Oregon State College and Portland Center. Second sessions follow at the University from July 24-August 18 and at the College, July 31-September 1.

Taught by a faculty of 70 resident and guest instructors, the University offers a total of 248 courses during its two sessions, of which 113 carry graduate credit in the schools of art, arts and letters, education, social science, music or physical education.

At the College, a faculty of 102 will conduct courses given during the two sessions, with 130 of the total 271 offering graduate credit in science, education, home economics, industrial education, or secretarial science. Carrying resident credit either with the College or the University, Portland Extension Center offers a total of 145 courses, of which 40 are graduate courses in art, arts and letters, education, social science, music or physical education.

Institute of Marine Biology at Coos Bay combines school and beach camp, to conduct work (in marine biology, field zoology and geology) that carries both graduate and undergraduate credit.

Centering in the elementary school field, Oregon Normal Schools at Monmouth, Ashland and La Grande will hold two sessions each, June 5-July 14 and July 17-August 18.

Conferences, field work and special sessions are planned at the various institutions, as well as week-end trips to accessible points of interest such as Crater Lake, lava beds and Oregon Caves from Eugene; Yaquina Head Lighthouse, oyster beds and Oregon beaches from Corvallis; and Bonneville Dam, Mount Hood Timberline Lodge and Columbia River Highway from Portland.

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Sixteen courses in Education are scheduled for the Summer Quarter of 6 weeks, opening June 19, 1939. In addition, 107 courses in 26 other departments of instruction. Typical fees as low as \$12, plus \$2.50 general registration fee.

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June 26 to July 14 July 24 to August 11

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U.S.C. Summer Session

OFFERING a combined program of educational opportunities with cultural and vocational features, the 34th annual summer session University of Southern California begins on June 17, according to Dean Lester B. Rogers. The first six-weeks session ends July 31; followed by the second period terminating on September 1.

To meet current changes in social-economics, scientific-industrial, and educational problems, the U.S.C. program for graduate and undergraduate work will feature several hundred subjects including fields of science, cinematography, literature, social work and 88 courses in education.

Offering an interchange of ideas from leading institutions of this country and abroad, visiting faculty among others will be represented from Yale, Columbia, Michigan, Minnesota, New York, De Pauw, and Northwestern.

Conducted tours to Spanish Missions, the mile-high observatory of Mt. Wilson, Catalina Island and beaches, and outdoor evening concerts in the Hollywood Bowl are among regular features planned for students. Many will visit the Golden Gate Exposition.

* * *

Acknowledgment

ALFRED H. BECKER, San Francisco author and playwright, writes that the response to the recent Sierra Educational News advertisement of two of his more successful plays was most gratifying. Letters of this type no doubt indicate a growing interest by school groups in the little theatre movement.

Swope Summer School

CAROLINE SWOPE Summer School for elementary teachers holds its southern session, June 26-July 14, George Washington Junior High School Building, Long Beach; northern session, July 24-August 11, Santa Cruz High School Building.

The faculty of this widely-known summer school comprises state, city and rural supervisors and university lecturers, all actually engaged in directing elementary school work.

Miss Swope's Schools are famous for their interpretation and demonstration of sound elementary teaching. Practically all of the Western States, in the granting of teachers credentials, recognize her school.

Dr. Madilene Veverka, director of elementary curriculum, Los Angeles City Schools, is associate director of the Swope Schools.

For further details address Caroline Swope, 837 Linden Avenue, Long Beach.

* * *

Woodbury Summer Session

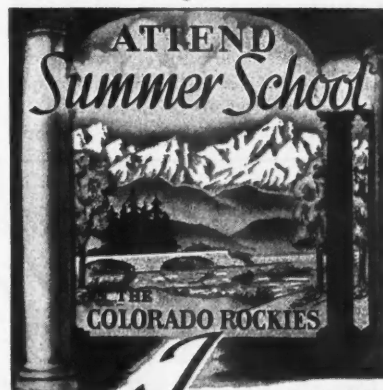
EDUCATIONAL methods are being revised and improved constantly. Woodbury College is recognized as a leader in introducing new methods in its own teaching.

Methods courses in shorthand and transcription conducted by Eleanor Skimin at Woodbury Summer Session last year proved so popular that Miss Skimin has been engaged to conduct similar courses

this year, although her instruction will be entirely different.

The college also offers special summer courses in all commercial subjects taught at high school and junior college, together with commercial art, interior decoration and costume design. Teachers may select any combination of subjects—even in different departments—and plan programs best suited to their individual needs. Those attending the Summer Session will receive the superior instruction for which Woodbury College has been noted for more than 56 years.

An interesting bulletin will be sent free on request. The address is 1028 Wilshire Boulevard, Los Angeles.



THE UNIVERSITY OF COLORADO presents a summer program for serious and effective study. It provides excellent buildings, libraries, laboratories, and a faculty of nationally recognized competence. Located in the foothills of the Rockies, a mile above sea level, in sight of perpetual snow, the University has a superior environment for summer study, with unsurpassed climatic and recreational advantages. Organized hikes, week-end outings, visits to glaciers, excursions to the Rocky Mountain National Park, and mountain climbing.

Two Terms: June 19 to July 21
July 24 to Aug. 25

Courses in Arts and Sciences, Medicine, Law, Education, Home Economics, Business, Journalism, Art, and Music. Special Mountain Camp for Geology and Biology. Maison Française. Casa Española. Deutsches Haus. University Theater with special instruction in Dramatic Production. Complete system of Demonstration Schools—Nursery to High School. Many special courses for teachers, supervisors, and administrators. Special opportunities for graduate work. Organ recitals and public lectures. Educational Conferences.

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Dean of Summer Quarter (Dept. C)

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- ☐ Summer Quarter Catalog (including Graduate School)
☐ Summer Recreation Bulletin
☐ Field Courses in Geology and Biology

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City and State _____

SUMMER SESSION
First Term, June 17 to July 28
Second Term, July 29 to Sept. 1

THE UNIVERSITY OF SOUTHERN CALIFORNIA

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En route you can see the Grand Canyon, Boulder Dam, Yosemite, Redwood Forest, the N.E.A. Convention and the World's Fair at San Francisco. During the session you can visit Art Galleries, Museums, Huntington Library and attend Symphony Concerts Under the Stars. Your week-ends can include trips to the Movie Studios, hikes in the High Sierras, drives through Orange Groves, ocean trips and recreation at the beaches. Delightful summer climate, average 70.5°.

For Summer Session Bulletin address
THE UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

(Continued from Page 34)

under direction of Willard I. Staples. The program consists of 8 hours dual instruction; 9 hours dual check; 18 solo time including: 10 hours of Civil Air Regulations, 35 hours navigation, and 35 hours meteorology. An examination is given by the Civil Air Authority from which students will be placed upon a preferred list. Information can be obtained from Grove Webster, chief, private flying development division, Civil Air Authority, Washington, D. C.

Placentia Union High School is continuing its program on improving fundamentals of English usage. The attempt has been to make the entire faculty and student body "English conscious," by planned faculty meetings; the employment of a reading expert who has remedial English groups; weekly written reports of all faculty members on a form which indicates weaknesses,

improvements, etc., and the enrichment of usage practices within the English department.

In February, 1940, Harold W. Heyl will be advanced from head of the business education department of Alhambra High School to the position of director of adult and continuation education and principal of the Evening High School. Mr. Heyl is a member of the executive committee, C.T.A. Southern Section.

Mary Barton of Banning resigned at the end of the first semester to take a place in Beverly Hills High School. Her place as teacher of Latin, Spanish, and French was taken by Mary Seiwel of U.C.L.A.

Clearwater has plans under way for additional school buildings to cost approximately \$109,000. Bonds were voted last autumn and as plans and specifications are now complete, construction is expected to

be under way in the near future. Seven new subdivisions have been opened in Clearwater which are causing a rapid increase in school population; necessitating additional school facilities.

Carmenita District, near Norwalk, is proud of its new \$85,000 building to be completed by May 1, and including an auditorium, four classrooms, clinic, teachers room, library, music-room, and office.

During the past six months, La Mesa Elementary School, San Diego County, has added 11 full-sized classrooms at their plant. The type of construction used is reinforced concrete and steel. This, together with \$16,000 worth of school equipment, has been secured by PWA grant of \$29,400 matching the school contribution of \$36,000.

Herbert K. Biddulph, mathematics chairman at Compton Junior College, is now principal of the evening school in Compton Union Secondary District. He succeeds Warren L. Strickland who was killed in an automobile accident.

Alhambra City High School District has let contracts for the main building and the physical education building of Mark Keppel High School and has received bids for the industrial arts building. The administration of this high school has been named as follows: Lawrence B. White, principal; Norman B. Scharer, boys vice-principal; Janet M. Watson, girls vice-principal; and Carroll C. Rawson, counselor-registrar. All persons named to administrative offices were advanced from within the system. The present plan is to open this new high school in February, 1940.

In July, 1935, reconstruction of Wilson School of Glendora School District was started as a W.P.A. project. After the completion of this building, which has 10 classrooms, an auditorium, manual training and home economics departments, reconstruction was started on the Roosevelt School which is an eight-room building. The work was completed the first of February. The labor and material on the two buildings was approximately \$150,000.

On March 6, the board of trustees of Carpinteria Union School District took possession of its new elementary school lo-

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leading to Baccalaureate or Advanced Degrees in Education. Special new courses and observation facilities for elementary teachers in elementary rural, village and city positions; Tuttle Demonstration School; University High School—demonstration and practice school; curriculum laboratory. New curriculum in radio education, visual education, adult education, safety education, progressive education.

Complete offerings of old and new courses in administration, supervision, curriculum, methods, surveys. Kindergarten and primary education; courses for rural teachers, rural supervisors and county superintendents. All branches of secondary school education for academic and special subject teachers are represented in the offerings; courses in higher education and teacher training for college teachers. Physical Education, Speech, Play Production, Art, Music, Painting, Sculpture and hundreds of other courses are offered at the Minnesota Summer Session.

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Among them are men and women of national and international reputation, including eminent visiting professors. The University Library of 1,000,000 volumes, one of the finest in existence, will be open for the entire session.

TWO TERMS
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JULY 31 to SEPT. 1

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cated in Carpinteria. The building is acclaimed as one of the most scientifically-constructed plants in California.

Approval has been granted to El Segundo Unified School District by W.P.A. for construction of a plunge building and an addition to the elementary school. This grant is subject to the availability of labor. The total estimated cost of the construction is \$110,000 for the plunge and \$40,000 for the addition.

Coronado is in the midst of an extensive building and extension plan. The district voted \$179,000 in bonds and received a grant of \$147,000 from the W.P.A. The bond issue was carried by a majority of 5 to 1. There will be five classrooms; a cooking laboratory, sewing-room, art-room, and shop for the elementary-junior high together with a re-building of the library, administration offices, public address system, and fencing, surfacing and landscaping of grounds. The high school will have four classrooms, two science laboratories, library, music hall, new administrative offices and board room. There will be a cafeteria, health center and large physical training building for use of the entire system. The district is fortunate to have Captain McCrary as president of the board. He has had wide experience in administration and construction. He was the commandant-in-

charge of the Naval Air Station in Coronado at the time of its construction. His wide experience has been extremely helpful in the building program of the Coronado schools.

The building of a school auditorium and two additional classrooms in Lompoc Union Elementary School District has taken considerable space from the existing playground and has made it necessary for the school board to purchase an additional half-block of land adjoining the school property for playground use. This land has been planted to turf and will be ready for school use beginning next school term. The main building of Lompoc Elementary School is being altered this coming summer to provide a teachers room and an office for the school secretary. The kindergarten building is being altered to allow additional room space.

Central Coast Section

COUNCIL Meeting of Central Coast Section was held February 25 at Hotel El Camino Real, King City. Executive Committee of Classroom Teachers Department met at 10:30 to consider matters of finance, organization, and legislation. Donald Wright of San Luis Obispo, president, was elected as official representative of that group to N.E.A. convention in San Fran-

cisco. After luncheon, the business meeting of the Council was called to order by the president, E. K. Bramblett of Pacific Grove.

Superintendent T. S. MacQuiddy of Watsonville was unanimously elected Secretary of the Council for 1939. He was given a vote of appreciation for the fine work he has done for many years in directing the work of the C.T.A. in this section, and particularly for his success in organizing the section conventions.

It was decided to hold the 1939 convention the first three days of Thanksgiving week in Watsonville. Since everyone agreed that the 1938 convention was one of the most satisfactory ever held, the Council decided to follow the same plan this year. One afternoon session is to be given over completely to the classroom teachers for a program.

Consideration was given to the request of the Classroom Teachers Department to have funds set apart for their particular use. Mr. Donald Wright and Superintendent C. E. Teach of San Luis Obispo, Treasurer of the Council, will determine the exact amount. It was voted that in the future six cents for each C.T.A. member in the section be put into this fund.

Representatives told of what had been done in their districts toward starting the

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GAVIAN'S Society Faces the Future

A sociology that develops self-understanding and the ability to make social adjustments.

C.T.A. study-groups discussion meetings. Mr. MacQuiddy explained that the purpose of these meetings is not to give educational training to large numbers of indifferent teachers, but to assemble small groups of interested persons to consider and discuss professional matters; the aim is to develop a real professional unity and consciousness. It was recommended that while these meetings are intended primarily for classroom teachers, interested laymen may be invited to discuss particular phases in which they have special interest or experience.

Santa Cruz city schools are planning to hold at least the five suggested meetings with representatives from all grades in the school system present at each. They held

one meeting to discuss objectives and develop interest. The rural teachers of Santa Cruz County held one conference and planned to hold others to organize these groups. In addition to the five regular meetings, the Association of One-Teacher Schools is expecting to make a careful study of the book recommended, as they feel that these contain much material relating directly to the small school. Watsonville held several meetings to organize and planned to begin regular discussions the first part of March. In Santa Cruz County all discussion leaders are classroom teachers.

The Monterey County committee held four meetings in Salinas to organize the work, and a number of very interested per-

sons took active part. Over 100 teachers attended the first meeting. They plan to divide this large group into small, informal sections to meet in private homes. The administrators will attend unofficially, and outsiders who are interested in educational problems have been asked to participate. Meetings will also be held locally in Monterey, Pacific Grove, and the southern part of the county.

The board of trustees of Atascadero High School has arranged for student trips to Treasure Island with the expense of transportation and admission paid by the school. Boys and girls will be taken by school bus in separate groups, and dormitory type of overnight accommodations will be provided at Hotel Oakland. The students will pay for this at a cost of a dollar a night and for their meals. Many of them are earning their own money.

All the schools of San Benito County are organizing to participate in San Benito County day, May 19, at the Fair. Special trains will be run, and every effort is being made to arrange for every school child to attend on that day.

To celebrate Washington's birthday, Soquel School rededicated its old school bell, which for 44 years sent children hurrying to school. The boys of the eighth grade, under the supervision of Principal E. E. Esdon, brought it out of seclusion, restored it, and mounted it on a huge redwood base.

San Juan Elementary School has a new photography club for upper grade boys. They are taking all the school pictures and will print them themselves. This will save 20 cents on each picture. In addition to giving them experience in photography, it will enable many more pupils to have the pictures.

Jack McDowell, George-Deen coordinator for Santa Cruz County, who has been doing outstanding work in education for distributive occupations, will teach at the University of Utah summer session.

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FREEDOM OF SPEECH

W. O. Mendenhall, President, Whittier College, Whittier, Los Angeles County

IN distinguishing between a Democracy and other types of government, a most important consequence is that of freedom of speech.

In the ultimate reach of this theory, we are carried back to freedom of the press, freedom for teaching, and finally, freedom of thought. America is seriously committed to this freedom on all fronts, as witnessed by the various pronouncements of educational associations. The educational associations reflect the convictions of the hosts of teachers who are responsible for the training of American youth.

Possibly this freedom in the public schools is as important as in any other realm of American life; in fact, the tenet for freedom in the schools holds the fort for the press, the platform, and the pulpit.

This freedom is a vital element in American education for numerous reasons. Progress results always in a search for truth which shall be carried on with a singleness of purpose.

If conclusions are determined by some external force before experiments or voyages of discovery are undertaken, the whole cause of progress is lost in the beginning.

Again, training young people in our schools on the basis of opportunity in thinking, gathering data, and reaching accurate conclusions, gives to these young people attitudes toward life which makes them patriotic citizens of a Democracy.

The American plan of education places a heavy responsibility upon the teacher. To fulfill his function, the teacher must possess courage, discretion, and patriotism. The teacher has obligations to the country as a citizen, to his profession as a scholar, and to the school as a guide of youth. When the teacher uses good judgment and tact he brings respect to his profession.

Dictators must use their schools for propaganda. If they were to allow freedom in their schools, their dictatorships would ultimately be ended.

While we think of the use of schools for propaganda by dictators as an evil, we maintain at the same time that Democracy should

use its schools in its own defense. This is not only its right, but its serious duty.

The distinction is clear. Dictators, through their propaganda, are limiting the freedom of their people, even in thinking. The essence of the democracy is that its people shall be free to pursue truth wherever they find it, and free to build all points-of-view.

Furthermore, Democracy provides the opportunity for its own change by legal methods. It provides for progress, for the introduction and consideration of new ideas, and for the broad development of young people without necessity for intrigue or revolution.

Upon such considerations as these, one feels that the future of Democracy in America lies with the judgment, discretion and patriotism of the teacher.

While the teacher is thus defending freedom at its most critical point, he has the obligation also of making clear to the student the distinction between the two types of government, and teaching him to respect and honor his own country because it allows him this very freedom which makes possible his own development to the extent of his abilities.

* * *

Summer session Pacific Grove High School will feature instruction in band and orchestra. Each of the woodwind, brass, and string groups will be in charge and under the direction of a specialist. In the string section, intonation and the production of good tone, together with bowing of the types most commonly used, will be given careful attention. Breathing, phrasing, articulation and tone production will receive special consideration in the brass and wood classes.

Noble and Noble, publishers, 100 Fifth Avenue, New York City, have issued three new excellent books of interest to many California teachers:

1. Comparative Tragedies, Old and New, edited by Helen E. Harding. This is one of the Comparative Classics Series; 500 pages, with photographic illustrations from recent stage and screen productions, and many other features.

2. Tested One-Act Plays, selected and edited by Oscar E. Sams, Jr.; 13 prize-winning, one-act plays all successfully tested in actual amateur production. All may be produced free of royalty payments; 350 pages.

3. Student's Reading Report-book, for recording notes on books read. Arranged by Rowena Keith Keyes, Ph.D., principal, Girls High School, Brooklyn.

* * *

Directed Studies in World History is an excellent new workbook, issued by Ginn and Company, to accompany the revised edition of Man's Great Adventures by Pahlow; 127 pages, 8 by 11 inches, with packet of part tests, and extensive suggestions and aids for the teacher.

* * *

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Elizabeth La Dow, Larkland, Delano, Kern County

PROUD enemy, who drove me from the field,
usurped my banner,
broke my sword and shield:
Guard well the spoils
for which you were contending;
the cause for which I fought
is never ending.

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Join the N.E.A.

MEMBERSHIP reports given at the meeting of the N.E.A. Board of Directors in Cleveland show substantial increases in membership since Dec. 31, 1938.

Eight states now have a place on the Victory Honor Roll. California needs 2,257 additional members to gain that place. Are we going to be there May 31, 1939?

Persons joining N.E.A. after April 1 will be credited with the advance membership for 1939-1940. They will also receive May and June issues of N.E.A. Journal and have the privilege of attending the San Francisco convention.

The N.E.A. program is one of service. To further this program, eight regional N.E.A. conferences have been set up in various sections of the United States.

Will the teachers of California help maintain the fine program which has been built in the interest of education?—*Helen Holt, N.E.A. State Director, 1543-B Santa Clara Avenue, Alameda.*

* * *

C.T.A. Honor Schools

(Continued from Page 25)

Alameda County—Decoto Grammar.

Albany—Cornell and Marin Grammar.
Berkeley—Hillside, Jefferson, John Muir, Le Conte, Oxford, University Elementary, Washington, Whittier, Willard Junior High.

Oakland—Belle Vista, Daniel Webster, Edison, Emerson, Grant, Hawthorne, John Swett, Lafayette, Lazear, Manzanita, Maxwell Park, Parker, Whittier, Alexander

Hamilton Junior High, Bret Harte Junior High.

San Leandro—Washington Grammar, making San Leandro City Elementary Schools all 100%.

Lake County—Lower Lake Grammar.

San Joaquin County—Banta, Chartville, Enterprise, Escalon Grammar, Houston, Rustic, Summer Home, Tokay Colony; Lindberg and Yosemite Elementary at Manteca.

San Mateo County—Higgins, Portola and San Pedro.

Sonoma County—Bliss, American Valley, Cotati, Flowery, Joy, Sebastopol, Petaluma High.

Stanislaus County—Yolo and P Street Grammar Schools at Newman.

Modesto—Franklin and John Muir.

Tuolumne County—Columbia and Long Barn.

San Francisco—Starr King Grammar.

San Diego County—Chula Vista Union School District, J. C. Lauderbach, District Superintendent.

Sacramento County—Arcade, Arden, Bates Joint Union, Carmichael, Del Paso Heights, Dillard, Elder Creek, Excelsior, Fruitridge, Isleton Union, Jefferson, Laguna, Ney, North Sacramento, American River, Ben Ali, Pacific, Reese, Rio Linda Union, Robla, South Sacramento, Union, Wilson, Grant Union High.

Glenn County teachers are 100 per cent in membership in California Teachers Association. E. P. Mapes, county superintendent of schools, is one of the active C.T.A. workers of the Northern Section and is entitled to great praise for having one of the counties of the state which is 100 per cent in enrollment in the state Association.

Little, Brown and Company, publishers, Boston, have brought out *The Story Writer*, by Edith R. Mirrieles, associate professor of English, Stanford University, a textbook of 300 pages on the technique of the short story, a practical guide for all persons interested in the writing of short stories.

Scholastic Bookshop, 402 Chamber of Commerce Building, Pittsburgh, Pennsylvania, has issued two 32-page booklets, — 1. *Congress At Work*; 2. *Watch Your Personality Quotient*, — of interest and value to high school teachers and students; 25 cents each.

Safety and Traffic Education, an annotated bibliography of 64 pages, is prepared by Safety Education Projects, N.E.A. Research Division, and may be obtained by writing to N.E.A. at 1201 Sixteenth Street, N.W., Washington, D. C.; price 25 cents.

* * *

Divided We Fall

COMMUNISM, an address by Dr. William F. Russell, Dean of Teachers College, Columbia University, before the American Legion, was published in *Sierra Educational News*, December 1938.

His recent address on Fascism, "Divided We Fall," delivered before the American Congress of Industry, of equal merit with its predecessor, is too long for publication in *Sierra Educational News* at this season.

Anyone interested may obtain a copy of the address by writing to C. J. Langley, Secretary, Lay Council, Teachers College, Columbia University, New York City.

Mr. Langley states that the extraordinary reception given the dean's address on fascism was heightened when the Rt. Hon. Anthony Eden arose to speak a few minutes later. The presence of this distinguished figure had a remarkable effect. It seemed as if the audience suddenly saw again the stark, grim reality of Munich and sensed to the full the ominous challenge of the authoritarian concepts loosed upon the world. The atmosphere was tense and dramatic. Indeed it seemed that Captain Eden's words confirmed repeatedly the need on the part of all of us to heed the warning counsel of Dean Russell.

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IN the preparation of Iroquois New Standard Arithmetics, the authors consulted leading authoritative state and city courses of study and researches, including the 29th yearbook, National Society for the Study of Education and the 10th yearbook, National Council of Teachers of Mathematics.

These arithmetics are entirely new, as opposed to a mere revision of an old series; they completely meet the new requirements in arithmetic in a superior way. Both authors are experts in arithmetic, intimately acquainted with and experienced in the problems and methods of arithmetic teaching in the elementary grades.

Dr. Harry DeW. DeGroat, principal, Cortland State Normal School, Cortland, New York, is a recognized authority in the field. Dr. William E. Young, director of elementary education, State of New York, is a specialist in elementary education.

The Iroquois Arithmetics, Enlarged Edition, were distinguished for the crystal-clear style in which they were written. The New Standard series is likewise outstanding for its simplicity of style, for its direct, uninvolved statement, and for its clear explanations.

Drill on the 390 basic number combinations is presented according to their relative difficulty in the ratio of 4-3-2-1, as established by the epoch-making study of the University of Wisconsin; this study has been termed by educational experts "the best index of the relative difficulty of combinations available at the present time."

All the processes in arithmetic are presented in their natural order, clearly, completely, step-by-step—one difficulty taught at one time—with no step omitted. Each process is introduced in a problem within

the understanding of the pupils. Throughout the series the problems are interesting, clearly stated, always concerned with matters well within the experience of the pupils, with special emphasis on the social aspect.

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Macmillan Books

1. *Education and the New Realism*, by Frederick S. Breed, department of education, University of Chicago; 250 pages. He emphasizes the large area of agreement between progressives and conservatives. This stimulating book is one of the Modern Teachers Series, edited by Bagley.

2. *Education as Cause and as Symptom*, by Edward L. Thorndike, Teachers College, Columbia University, 110 pages; the Kappa Delta Pi Lecture Series, Volume 11. Dr. Thorndike provocatively concludes that public education is more of a symptom of the good life than its cause.

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One entire section of the program for the annual meeting of California Tuberculosis Association, Santa Cruz, April 13-15, will be set aside for a discussion of School Health. Health supervision in schools will be discussed by Dr. Charles E. Shepard, director, men's student health service, Stanford University. Professor Reginald Bell, department of education, Stanford University, will talk on health instruction in schools. Dr. Walter H. Brown, Palo Alto, is chairman of this section, held April 15, Casa del Rey Hotel.

* * *

Safe and Healthy Living

A REMARKABLE new series, published by Ginn and Company, integrating safety with health, is entitled *Safe and Healthy Living*.

Written by authors of established reputation, the eight attractive books are carefully developed into a well-coordinated series for the first eight grades. Up-to-date in content and practical in approach, they deal with everyday health problems of boys and girls in the light of the most recent developments in medicine and hygiene. Their predominating theme is healthy, happy, safe living in the home and school, at work and at play.

A feature of *Safe and Healthy Living* series is the completeness of its safety-education program. From grade one through

grade eight, safety and emergency problems are treated from many angles.

The material covered in the series represents a compilation of data from a great many courses-of-study. It conforms with reports of educational conferences, including those of American Child Health Association, White House Conference on Child Health and Protection, and Joint Committee on Health Problems in Education of National Education Association and American Medical Association.

* * *

Joint Yearbook of American Educational Research Association and N.E.A. Department of Classroom Teachers, is entitled *The Implications of Research for the Classroom Teacher* and contains a summary of the results of educational research that have a bearing on classroom procedures.

This book should enable teachers to use increasingly the technics of research in the solution of the many daily problems which arise in the classroom. Classroom teachers have much to offer to the advancement of education through the improvement of teaching procedures. It is believed that this yearbook will help them increase their contribution. Copies may be obtained from National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., at \$1 per copy, with discounts on quantities.

For Senior High Schools

*New Red Cross Publication
for High Schools*

BECAUSE of the rapidly-growing interest in Junior Red Cross among the senior high schools throughout the country American Red Cross has prepared a new 14-page mimeographed bulletin entitled: *Suggestions for the use of Junior Red Cross in the Senior High Schools*, which will be sent free on request to any high school considering use of any part of the Red Cross program.

There are specific suggestions which may be incorporated in the curriculum of every department of the high school, together with recommendations for the direction of Red Cross activities by a student group.

A list of free pamphlets and other reference material is included in the bulletin. Requests for the publication may be addressed to American Junior Red Cross, Pacific Branch, San Francisco.

* * *

How to use Radio in the Classroom, a 24-page pamphlet, is published by National Association of Broadcasters, Normandy Building, 1626 K Street, N.W., Washington, D. C.; Ed Kirby is educational director. This important bulletin is of great practical value to all teachers who utilize radio in their classrooms.

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The bit of energy-giving sweetness in a delicious, refreshing stick of gum and the chewing which speeds up circulation in the head help you continue to be mentally alert. See for yourself and let the young people you are responsible for prove this to their own helpful satisfaction. There's a reason, a time and a place for Chewing Gum . . . *University Research is the basis of our advertising.*

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DUTY OF ALL TEACHERS

IT shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship. — *California School Code Section 5.544.*

Just a Helping Teacher

Margaret Simmons, Mother of three girls attending Colonel Lindbergh School, Compton; Gladys Pearl Ensign, Principal

MY baby girl is late tonight
Coming home from school.
I ask her why, and her reply
Just filled me with delight
"I was a helping teacher."

Time has passed, but when a lass
How oft my mother said,
"What made you late, my little one,"
And I would shake my head.
"I was a helping teacher."

Like a seed in a sunny woods
Will grow when the rain drops fall,
So the thoughts of love you've given
Mine will make them strong and tall.

* * *

California Audubon Society issues numerous important leaflets; no. 6 is entitled The State Protects Wild Birds; no. 12 is Our Fish-Eating Birds, why they should be protected. For copies, address the secretary, Mrs. Merta White, 220 West Avenue 58, Los Angeles.

* * *

Fred G. McCombs, teacher in Corning Elementary School, Tehama County, is creator and director of a notable high school students tour of the United States. The first trip was made last summer; the second tour will occur this summer.

* * *

Marion Finger, kindergarten teacher in Oakland, Piedmont, and San Francisco schools for 25 years, recently passed away; she was a past president, California Kindergarten-Primary Association.

One hour from City, new Monterey Type home overlooking bay. Two outside balconies, one inside, modern equipment, attractively furnished, accommodates eight — located on fine golf course. Reasonable rent for summer season. Write

SIGRID CLAUSON
Burnett Junior High San Jose

THE famous steamboat race on the Sacramento River, held this year April 22, has become a national affair.

Formal challenges have been sent to governors, river-town mayors, and New York World's Fair.

Delta King races from Sacramento; Delta Queen, from Stockton; Treasure Island is the terminus. J. E. Carpenter, of California State Chamber of Commerce staff, is secretary of the steamboat race committee.

College Scholarships

WALTER W. Head, president, Boy Scouts of America, with Mrs. B. F. Langworthy, past-president, National Congress of Parents and Teachers, and Lloyd D. Herrold, professor of advertising, Northwestern University, serving as individuals, will select winners of five \$1000 college scholarships and 100 additional cash awards of \$25 each, in a series of contests held by Parker Pen Company, starting now.

Waiving any requirement which would compel contestants to make a purchase in order to win, Kenneth Parker, president of the firm, announces details of the awards.

One scholarship and 20 cash prizes will be awarded each week for 5 consecutive weeks. The first week's contest ends April 8; the remaining contests end April 15, 22, 29, and May 6.

"Our purpose in offering these awards," said Mr. Parker, "is to make known to the public in an unforgettable way the fact that Parker pens and pencils are first aids to higher education — the most widely-used mechanical instruments in America's high schools and colleges."

"All the contestant has to do is to send us a sincere statement about Parker Pens on an entry blank which he can obtain without cost from any Parker retailer."



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Right now you can buy at a bargain price a complete T.C.U. Policy that will give you protection during the rest of the school year, through the long summer vacation and well into the Fall. Think of it! Protection wherever you go and whatever you do for more than six long months — at an amazingly low cost. Write or send coupon. No agent will call.

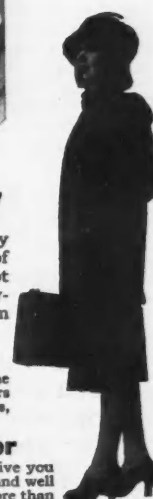
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Like the first three books of the series, this book also is of easy first grade reading level and features the candid camera type of illustration.

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OUR ZOO BOOK

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(Continued from Page 20)

placement basis, a course is justified for each 8,000 workers. For occupations including both semi-professional and unskilled workers, a figure between the extremes of 500 as a minimum and 8,000 as a maximum must be determined as a basis for the justification of training depending upon the relative percentage of trained workers required.

To take a specific case, let us apply these considerations to Shasta County, considering Redding as a possible location for a junior college. An institution situated here would serve not only Shasta County but Siskiyou, Tehama, and Trinity Counties as well. Shasta County alone has an assessed valuation of \$25,000,000, a high school population of nearly 1,000 and a graduating class from the 12th year approaching 250 each spring. The industries are agriculture, lumbering, mining, and building trades. Comparatively few of the high school graduates obtain the advanced education training they need in industrial competition and to which they are entitled as California citizens.

THIS situation is not only a Shasta County problem. There is evidence of need for at least 6 junior colleges at the present time located at Redding, Vallejo, Richmond, Oakland, Hayward, and Merced. These should give well-selected courses in health, cultural, academic, and business subjects and provide semi-professional vocational training in the fields of agriculture, mining, building construction, chemical industries, metal industries, banking, insurance and real estate and public service, as the needs of the particular district indicate.

If the public school system does not meet this urgent demand for advanced education, other agencies will arise to assume the task. Already the N. Y. A. of the Federal Government is establishing resident training units to do the very thing demanded of the junior colleges. The junior college is the proper agency for this educational program.

* An address given before Shasta County Teachers Institute.

SPEECH

NATIONAL SPEECH TOURNAMENT AND STUDENT CONGRESS

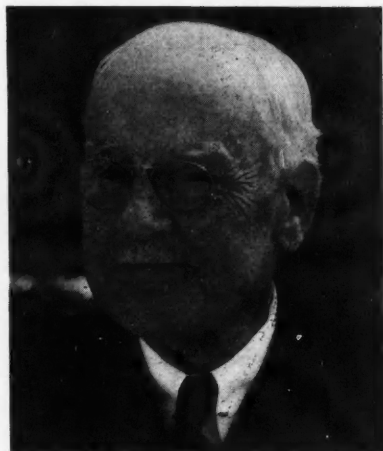
BEVERLY HILLS High School will be host to 800 delegates to the National Speech Tournament and Student Congress the week of **June 19, 1939**, according to Edward J. Hummel, superintendent, Beverly Hills Schools.

The affair will feature the best talent of the nation in debating, extemporaneous speaking, original oratory, dramatic and humorous reading, and oratorical declamation.

An additional event at the Convention will be the Student Congress, which will present a dynamic reenactment of the legislative processes of the Federal Government. "Senators" and "Congressmen" from Massachusetts to Oregon will introduce, discuss, and frame laws calculated to benefit the people of the United States.

Governor Culbert L. Olson, Mayor Edward E. Spence, Seth M. Bond, A. A. Bowhay, and others, have sent letters of invitation to all parts of the United States. Beverly Hills City Council has appropriated \$1,000 toward the Tournament. The community of Beverly Hills plans to have visiting delegates reside in private homes during the Convention.

California teachers interested in securing further details are urged to write Charles F. Wright, director, National Speech Tournament, Beverly Hills High School.



Seth M. Bond, President, Beverly Hills Board of Education, in writing to National Forensic League participants, extends a cordial invitation to all attending the National Speech Tournament

Effie B. McFadden, for many years head of the science department, San Francisco Normal School and State College, and recently retired, nationally-known as a textbook author, was seriously injured in an automobile accident.

* * *

At the 76th graduation exercises of St. Mary's College, Sunday afternoon, May 14, Archibald J. Cloud, president, San Francisco Junior College, will be honored by receiving the degree of Doctor of Laws, Honorary. St. Mary's is conferring this distinction upon Mr. Cloud because of his long and noteworthy association with higher education in California.

J. Warren Ayer, for the past eight years district superintendent and principal, Monrovia-Arcadia-Duarte high school district and superintendent of Monrovia city schools, recently declined to be considered for reelection and will be succeeded by A. K. Wilson, former vice-principal of the high school, who will now serve as principal, and by Dwight M. Lydell, for three years business assistant and general elementary supervisor who will serve as superintendent of Monrovia elementary schools. Both men will take up their new duties at the beginning of next school year.

Other changes in Monrovia-Arcadia-Duarte High School staff include—assignment of Stanley C. McClintic, evening school principal to the vice-principalship, appointment of William Feeler, social studies teacher, to the post left vacant by Mr. McClintic's transfer, and the filling of the newly-created position of dean of boys by the transfer of Glenn S. Hollingsworth from the science department.

* * *

Sacramento County

Sacramento County Teachers Association recently held its monthly dinner meeting in Sacramento. President Theodore R. Smedberg, principal, Elk Grove Union High School, presided and outlined plans for the forthcoming music festival to be held at Grant Union High School.

Peter Cramer, principal, Franklin School, reported on legislation. Frank Gaines, executive director, Peace Projects, described those projects at the Exposition. R. E. Golway, Sacramento County Superintendent of Schools, briefly addressed the group.

Raymond R. Hutchings, who recently passed away, was connected with Santa Barbara City Schools 16½ years, principal, Franklin School, 1922-27; director of research and child welfare, 1927 to date; in 1932 he also became principal of Garfield School in addition to his directorship. Active in many civic and professional organizations, his record of community service was outstanding.

An extended statement appears in Teachers Bulletin, official publication, Santa Barbara City Teachers Club.

J. W. Fricke, for many years manager, C. F. Weber and Company, San Francisco, later in charge of Weber School Supply Company, recently passed away. He was favorably known to the great majority of school administrators throughout California. The firms which he represented, American Seating Company and the Weber Company, furnished school equipment and supplies to most of the schools of this state.

Harry Tyler, dean of counseling, Sacramento Junior College, in attending the recent Cleveland convention, held reunion with three brothers who he had not seen in 15 years and who are prominent educators in Eastern universities. Dean Tyler is chairman of N.E.A. committee on individual guidance for students.

* * *

COMING

March 30-April 1—National Association of Penmanship Teachers and Supervisors. Cincinnati.

March 31-April 1—California Educational Research Association, Northern Section; annual meeting. Hotel Empire, San Francisco.

April 1—State Conference on Business Education, State Department of Education and Federated Business Teachers Associations of California. Hotel Whitcomb, San Francisco.

April 1-4—Pacific Arts Association; annual meeting. San Francisco.

April 2—California Society for the Study of Speech Therapy. Western Women's Club, San Francisco.

April 2-5—California Elementary Principals Association; annual convention. Hotel Oakland.

April 2-5—California-Western Music Educators Conference. Long Beach.

April 3-5—California Secondary School Principals; annual convention. Hotel St. Francis, San Francisco.

April 3-5—National Conference on Consumer Education. Stephens College, Columbia, Missouri.

April 3-6—American Association for Health, Physical Education and Recreation; 49th annual conference. San Francisco.

April 6-7—California Home Economics Association; executive council meeting. Visalia.

April 7-8—C.T.A. Board of Directors; regular meetings. Palace Hotel, San Francisco.

April 7-8—Progressive Education Association, Northern California Area; spring conference. Westlake Junior High School, Oakland.

April 8—C.T.A. Annual Meeting; State Council of Education. Palace Hotel, San Francisco.

April 9—Easter Sunday.

April 10-14—Association for Childhood Education; 46th annual study conference. Hotel Atlanta Biltmore, Atlanta.

April 12-15—Southwestern Music Educators Conference. San Antonio, Texas.

April 13-15—California Tuberculosis Association; annual meeting. Santa Cruz.

April 14—Pan-American Day; National observance.

April 14—Northern California Association for Exceptional Children; annual convention. San Francisco.

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MID-SUMMER CRUISE

By American Republics Liner "Argentina", from New York July 26, returning Sept. 2 . . . visiting Rio de Janeiro (5 days for the Congress), Santos, Montevideo, Buenos Aires. 38 days. All outside rooms on this splendid, modern liner of the famous "Good Neighbor Fleet" . . . First Class from \$550, Tourist Class from

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April 17 — California School Supervisors Association, Southern Section. U.S.C., Los Angeles.

April 22 — Southern California Junior College Association. Compton.

April 24 - 29 — California Public Schools Week; 20th Annual Observance.

Charles Albert Adams, State chairman.

April 24 — California School Supervisors Association, San Joaquin Valley Section. Merced.

April 24-27 — American Red Cross and Junior Red Cross; annual convention, Washington, D. C.

April 27 — California Crusaders fourth annual public speaking contest; finals. Vet-

erans War Memorial Building, San Francisco.

April 27-29 — California School Band, Orchestra and Chorus Association Festival; Treasure Island.

April 29 — Girls League of Southern California and Arizona; Spring Convention. Garfield High School, Los Angeles.

April 29 — Modern Language Association of Southern California. U.C.L.A., Los Angeles.

May 6 — California Home Economics Association, Northern Section. Maxwell.

May 14-18 — California Conference of Social Work; 31st annual meeting. Oakland.

May 15-20 — California Congress of Parents and Teachers; annual convention. Santa Barbara.

May 20 — California Teachers Day at the Exposition.

May 20 — School Library Association of California, Northern Section.

May 26-27 — American Association of University Women; annual convention of California group. San Francisco.

May 26-27 — California Agricultural Teachers Association; annual meeting, San Luis Obispo.

June 5-6 — Business-Consumer Relations Conference on advertising and selling practices; auspices National Advertising Association of Better Business Bureaus. Buffalo.

June 18-23 — American Library Association; annual convention. San Francisco.

June 18-23 — American Instructors for the Deaf; annual convention. At California School for the Deaf, Berkeley.

June 19-22 — National Conference on Visual Education; 9th Session. Francis W. Parker School, Chicago.

June 19-24 — National Speech Tournament and Student Congress, Beverly Hills; auspices, National Forensic League.

June 20-30 — Institute of International Relations; 5th annual session. Mills College.

June 26-28 — Delta Phi Upsilon national honorary fraternity of early childhood education; 16th annual convention. San Francisco.

June 26-July 1 — American Association for the Advancement of Science; annual conference of Pacific Division. Stanford University.

July 2-6 — National Educational Association Convention, San Francisco. Join the N.E.A.

July 6 — Delta Queen Sacramento River Cruise; Auspices N.E.A. Department of Business Education.

July 10-12 — California School Employees Association; annual convention. San Jose.

July 10-21 — N.E.A. Department of Elementary School Principals; 3d annual conference. University of California, Berkeley.

August — Congreso-Internacional de Catedratos de la Literatura Ibero-americana, University of California at Los Angeles.

August 1-5 — World Federation of Education Associations; biennial convention. Hotel Leamington, Oakland.

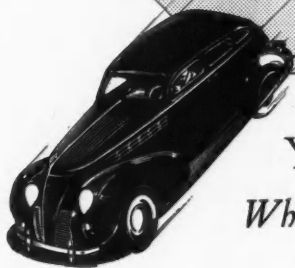
October 17-20 — American Public Health Association; 68th annual meeting. William Penn Hotel, Pittsburgh.

November 5-11 — American Education Week.

December 1-2 — California Association for Childhood Education; annual convention. Los Angeles.

December 28-30 — Phi Delta Kappa Council; annual meeting. Chicago.

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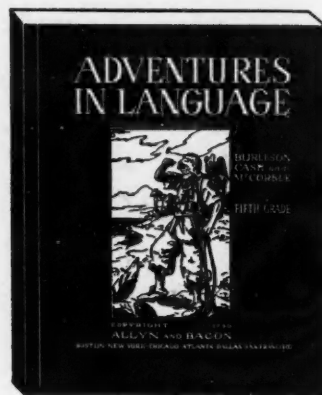
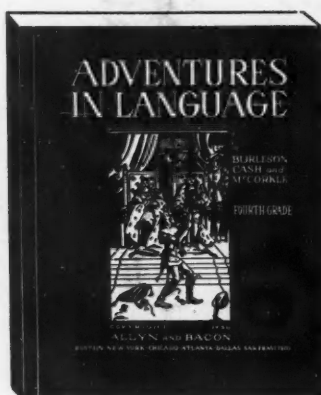
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